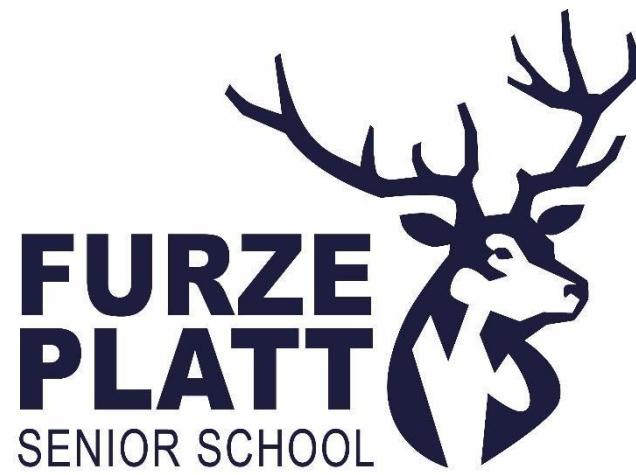




Behaviour for Learning Policy

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We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. Under the equality duty all schools must have due regard to the need to eliminate discrimination, advance equality and foster good relations between lesbian, gay and transsexual pupils and those who do not share those protected characteristics.

1. Aims

At Furze Platt Senior School every student should be taught in an atmosphere that permits them to gain maximum benefit from every lesson. To achieve this, this Behaviour for Learning Policy has been developed which seeks to give sanctions for poor choices of behaviour and rewards for positive behaviour.

This policy aims to:

- Provide a **consistent approach** to behaviour management, including fostering, maintaining and rebuilding relationships.
- **Define** unacceptable behaviours, including bullying.
- Summarise the **roles and responsibilities** of different people within the school community with regards to behaviour management.
- Outline our system of **recognition, rewards** and **support**, as well as **sanctions**.

2. Legislation and statutory requirements

2.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education Act 2002 (as amended by The Education Act 2011) - Section 175, which outlines a school's duty to safeguard and promote the welfare of its pupils
- The Education and Inspections Act 2006 - Sections 88-94, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007 (as amended 2014)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The European Convention on Human Rights (ECHR)
- The Equality Act 2010
- DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy online
- This policy complies with our funding agreement and articles of association
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations
- Human Rights Act 1998

2.2. This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in Schools'
- DfE (2022) 'Searching, Screening & Confiscation'
- DfE (2013) 'Use of reasonable force in schools'
- DfE (2026) Restrictive interventions, including use of reasonable force, in schools
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Mental health and behaviour in schools'

- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2024) 'Mobile Phones in Schools'
- DfE (2024) Sharing nudes and semi nudes advice for education settings working with children and young people

3. Links to other policies

- Child Protection & Safeguarding
- Anti-Bullying
- Cyber-Bullying
- Suspensions & Exclusions
- Drugs
- Mobile Phone
- Uniform
- Attendance & Truancy

All members of the school community have a responsibility to advise the Designated Safeguarding Lead of behavioural changes, which may indicate extremism, radicalisation and other safeguarding concerns as set out in the schools Child Protection and Safeguarding policy.

4. Philosophy and Values

4.1. Furze Platt is a highly **aspirational, high achieving** and fully **inclusive** school providing an **outstanding education** that enables all our students to achieve **excellent outcomes**.

4.2. Our vision is that members of the Furze Platt community consistently demonstrates the school's values of **ACHIEVE**, through:

<i>Being</i>	Ambitious
<i>Being</i>	Collaborative
<i>Being</i>	Happy
<i>Having</i>	Integrity
<i>Showing</i>	Endurance
<i>Showing</i>	Versatility
<i>All of which lead to</i>	Excellence

4.3. Our Behaviour for Learning Policy reflects our values. Our ethos is founded on encouraging positive relationships through praise, the celebration of success and recognising and rewarding achievement. This philosophy is one which encourages students to learn together, to be kind and courteous to others, to understand and respect others and to take responsibility for their actions. Equally, where required, sanctions will be implemented where behaviours require it.

4.4. DfE legislation requires all schools to have measures to encourage good relationships and prevent all forms of bullying amongst students. The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions, or other unacceptable conduct. This extends to all staff, although the Headteacher may limit certain powers to certain members of staff. Additionally, we have a statutory power to regulate the actions of students when off school premises, although this must be proportionate and reasonable.

5. Core principles & Behaviour Curriculum

5.1. Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good

behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

5.2 Promoting and reinforcing positive relationships is underpinned by the following restorative principles:

- Everyone has a unique and valued perspective and needs an opportunity to express this, and feel heard
- Our feelings inform how we behave
- Our actions and deeds impact on those around us
- When our needs are met we can function at our best and that all our actions are strategies we have chosen to meet our needs at the time
- Those who have been affected by an issue or problem are the people best placed to find ways forward, in collaboration with each other

5.3 These principles help students to take responsibility for their actions and foster positive relationships. As a community we work hard to ensure that we work together to promote these values, which will deliver positive relationships, and a close partnership between all stakeholders in our school community.

5.4 Our Behaviour for Learning policy has two strands to it:

- Promoting learning - recognising and rewarding effort and positive actions.
- Sanctions & Restoration - strategies and restorative actions for effectively re-building and maintaining relationships when actions have not met school expectations. Our intention is to place much more emphasis on the first of these two strands whilst recognising that it is important to have a clear procedure in place for the second.

5.5. The school has a statutory duty to ensure that this policy is carried out with a view to safeguarding and promoting the welfare of children and the general duty to eliminate discrimination.

6. Definitions

- **Child protection** refers to the process undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- **Staff** refers to all those working for and on behalf of the school, full or part time, in either a paid or voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parent and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Inappropriate behaviour / misbehaviour** is detailed in Appendix 3.
- Bullying is defined as the repetitive and/or 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 and/or
 - Repeated, often over a period of time and/or
 - Difficult to defend against

Type of bullying	Definition
Racist	Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
Homophobic	Bullying another person because of their actual or perceived sexual orientation.
Transphobic	Bullying based on another person's gender variance or for not conforming to dominant gender roles.
Sexist	Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Emotional	Being unfriendly, excluding, tormenting, threatening.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or threat of violence.
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.

Details of the school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

7. Roles & Responsibilities

7.1. Students will:

- Act in a manner which reflects the school's values of ACHIEVE
- Respect school rules
- Respect the rights of others, always behaving with integrity towards all members of the school and wider community
- Recognise that everyone has a unique and valued perspective
- Recognise that what we do and say has an impact on those around us
- Take responsibility for their actions
- Take responsibility for making amends where harm has been caused or relationships have been damaged

7.2. Parents will:

- Have high expectations of their child
- Support their child in demonstrating the values of ACHIEVE
- Encourage their child to take responsibility for their actions and make amends where harm has been caused or relationships have been damaged
- Support their child by attending Parents' Evenings and being available to be contacted
- Support the school's policies
- Sign the annual Home-School Agreement

7.3. All teaching and support staff will:

- Act in a manner which reflects the school's values of ACHIEVE
- Recognise that everyone has a unique and valued perspective
- Recognise that what we do and say has an impact on those around us
- Use restorative language when working with students
- Support students in taking responsibility for their actions and making amends where harm has been caused or relationships have been damaged
- Recognise and praise effort, progress and good conduct, as well as sanctions, via Class Charts

7.4. Form tutors will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Act as a first point of contact for each of their tutees
- Deliver the tutorial programme with guidance from the Head of House
- Work collaboratively with relevant staff and parents to support their tutees

7.5. Classroom teachers will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Engage students by delivering well- planned lessons which meet the needs of students
- Repair and recover working relationships with students before the next lesson, or as soon as is possible, making each day a fresh start
- Take responsibility to respond to inappropriate actions within the classroom consistently
- Ensure that Cover Supervisors and Learning Support Assistants have appropriate guidance when supporting lessons
- Work collaboratively with relevant staff and parents to support students
- Know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour

7.6. Heads of department will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Have a responsibility to support members of their department in implementing the Behaviour for Learning Policy consistently
- Use data to monitor the actions of individuals or groups of students in lessons within their department and take appropriate action to provide support where needed
- Intervene with cases of persistent low-level disruption within the department and facilitate opportunities for students to repair damage caused and understand the impact of their actions.
- Work collaboratively with Heads of House or SLT in cases of more serious incidents within the department, and agree how restoration can be facilitated

7.7. Heads of Progress and Student Support team will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Support form tutors in facilitating the requirements of this policy
- Promote and praise positive actions through assemblies and other means
- Use data to monitor the actions of individuals or groups of students within their House and take action to provide support where needed
- Facilitate restorative meetings between members of the school community
- Work collaboratively with relevant staff, parents and external agencies to support students

7.8. Senior Leadership Team will:

7.8.1. Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Respond promptly to any serious incident

- Have responsibility to ensure that the ethos and values of the school are maintained and that the policy is equitably applied.
- Have responsibility to ensure that resources are deployed in order that the policy is supported, particularly with appropriate professional development
- Within the overarching principles of this policy, provide structures/conditions for staff (particularly Middle Leaders) to use discretion when supporting students in building and maintaining positive relationships.
- Impose sanctions where appropriate, ensuring restoration takes place at an appropriate point

7.9. **Assistant Headteachers (Heads of Key Stages 3, 4 & 5) and Student Support team** will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Maintain responsibility for the day-to-day management and implementation of the Behaviour for Learning Policy
- Facilitate restorative meetings between members of the school community
- Maintain day to day responsibility for all investigation and evidence required leading to more serious consequences, including exclusion of students, in consultation with other members of the Leadership Team and Heads of Progress as appropriate
- Take responsibility for and implement a coherent and consistent rewards system
- Maintain responsibility for links with external support agencies

7.10. The **Deputy Headteacher, Behaviour & Attitudes** will:

Fulfil the responsibilities relevant to all teaching and support staff and in addition:

- Maintain overall responsibility for implementation of the Behaviour for Learning policy
- Maintain responsibility to hold other staff and leaders to account for their part in the consistent implementation of the policy
- Ensure that the application of the Behaviour for Learning policy reflects the ethos and values of the school

7.11 **The Headteacher**

Fulfil the responsibilities relevant to all teaching, support staff, Senior Leadership Team and in addition:

- Maintain responsibility for, and exercise discretion, in all external exclusions, both fixed term and permanent

7.12. **Governors** will:

- Support the school in promoting this Behaviour for Learning policy
- Support the school in developing a clear system of recognition and consequences
- Support permanent exclusion in extreme cases and isolation (internal) or suspension (external) as a temporary measure
- Monitor the implementation of the policy to ensure its effectiveness
- Support in promoting the school values of ACHIEVE.

8. **Promoting good relationships**

Students have told us that they want to be recognised whenever possible for positive actions, for making a positive contribution and for progress and achievement. It is important to understand that students will progress at different rates depending on their different skills and aptitudes and teachers should take care to ensure that recognition is provided equitably and fairly.

At Furze Platt, recognition and reward is earned through hard work, effort and a determination to succeed. The school requires ALL students to have high standards and expectations. ALL students are expected to have the desire to demonstrate the school's values of ACHIEVE in everything they do. ALL students are expected to show consideration to their environment and all those around them.

Students are recognised in every lesson, and outside the classroom, for adhering to our ACHIEVE values. This is recorded in ClassCharts, which acts as a report to parents and staff.

9. Student Code of Conduct – Respect Charter

Via the school's ACHIEVE values, all members of our community will make a positive contribution in everything they do. The Code of Conduct underpins a range of different systems across the school.

Ambitious:	Furze Platt students will be ambitious for both themselves and each other. All students will do their best in all they do and will expect the same of everyone else. Students show ambition through: • Consistently doing their best in all they do • Being on time • Taking a pride in their appearance, being smartly and correctly dressed for any school activity and when travelling to and from school • Having the right equipment • Avoiding distractions, such as mobile phones / earphones
Collaborative:	Furze Platt students will recognise that they make the best progress when working as part of a team. Everyone will collaborate fully with all members of the school community – to both provide and/or receive assistance as required. Students collaborate effectively through: • Participating fully in all activities they are involved in, both in and out of the classroom • Working in a supportive way with every student they are grouped with, acting as a team player • Getting involved in a broad range of activities across the school community
Happy:	Furze Platt students will treat everyone in the school community with the utmost respect, celebrating and welcoming all backgrounds. They will never discriminate, or accept discrimination, against others, including the use of offensive / derogatory language. Students help keep everyone happy by: • Always being polite and courteous to everyone. • Celebrating each other's successes. • Encouraging participation in school and wider activities.
Integrity:	Furze Platt students will always accept responsibility for their actions and choices. They consistently hold themselves, individually and collectively, accountable for their own success and that of others. Integrity is shown through: • Refraining from, and standing up to, any bullying or discriminatory behaviours towards others. • Avoiding, and standing up to, any acts of physical aggression. • Respecting personal space, including keeping one's hands to oneself. • Being polite, courteous and honest with staff and listening to and carrying out instructions.
	• Doing nothing to endanger a healthy, safe and secure environment. • Ensuring forbidden items are not brought to school. • Respecting the school and wider environment through refraining from littering or bringing gum into school. • Always considering sustainability / environment when making choices. • Behaving in a sensible and courteous manner when travelling to and from school
Endurance:	Furze Platt students will always try their hardest and will have the confidence to see failure as part of their learning journey. All objectives, both in and out of the classroom, will always be completed on time and to the best of anyone's abilities. Endurance is shown through: • Handing in all work on time. • Always completing purple pen / improvements to work based on staff feedback. • Keeping going, even when things may be tough.

Versatility:	Furze Platt students will always be prepared for and adapt to broad ranging situations and challenges, always showing organisation and initiative. Versatility is shown through: • Taking new opportunities • Trying new (improved) ways of doing things
Excellence:	Furze Platt students who are ambitious, collaborative, do all they can to be happy, and show integrity, endurance and versatility will be well on their way to achieve their own excellence – achieving whatever their goals may be.

10. Recognising positive actions

Furze Platt Senior School is committed to recognising the efforts and contributions that all of our students make towards their work, the school and the wider community. The school is clear that regular acknowledgement of students is an essential part of their continued progress and development. **At all times, staff will give first attention to best conduct.**

This recognition is most effective when it is:

- Spontaneous and credible
- Clearly linked to achievement, accomplishment or positive actions
- Personalised to the individual

10.1. Reasons for recognition and reward

- Fulfilment of the school's ACHIEVE values
- Full and sustained engagement with learning in the classroom
- Representing the school - taking part in sports, house challenges, visits, trips, extra- curricular clubs, by being an ambassador for the school
- Sustained progress and effort
- High attendance to school
- Community and charity involvement

10.2. Types of recognition and reward (see Appendix 2) Types of recognition include:

- Praise within lessons
- Positive comments on work
- Positive behaviour points, recorded in ClassCharts
- Positive phone calls home
- Postcards
- Badges
- Public praise, including school newsletter & House awards
- Examination success
- Attendance recognition letters
- House celebration events
- Whole school celebration events
- Special responsibilities / privileges

11. Support and strategies for maintaining positive relationships

There will inevitably be occasions when a student's actions are not acceptable and support is necessary. While there will be occasions where clear markers / sanctions have to be implemented in order to draw clear boundaries on what the school will accept, we are clear that sanctions are not purely about retribution. It is essential that we empower students to understand the difference between right and wrong and give them strategies to ensure that they make the right choices in future.

The school recognises that, while sanctions are an essential part of any school behaviour and discipline structure, that they do not work in isolation – and that relevant support and intervention

programmes are critical in ensuring that our most vulnerable students are given the assistance they need.

11.1. Student support

- 11.1.1. The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to support student's actions may be differentiated to cater to the needs of the pupil.
- 11.1.2. The school's Special Educational Needs Co-ordinators will evaluate a student who exhibits challenging actions to determine whether they have any underlying needs that are not currently being met.
- 11.1.3. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.
- 11.1.4. When acute needs are identified in a student, we will liaise with external agencies, plan support programmes for that child, provide an alternative curriculum, or consider a multi-agency assessment for students who display continuous disruptive actions. We will work with parents to create the support plan and review it on a regular basis.

11.2. Interventions and Support Packages

The school works with RBWM and other local authorities to source appropriate local Alternative Provision to support our students. We provide a combination of external and in-house provision.

- 11.2.1. Where a student is behaving in a manner that is leading to regular consequences, including regular suspensions and/or internal isolations – or an increasing risk of them – Heads of Progress and Pastoral Managers, along with SLT will work with the student and their parent(s) to identify suitable support and intervention programmes.
- 11.2.2. Where available, the school will use external support programmes. These will be accessed either via an Early Help referral, or directly with the provider. Waiting lists for external provision can be lengthy.
- 11.2.3. The school has a suite of in-house provisions that we are constantly seeking to expand. Where staffing and resources are available, we aim to provide a relevant and timely intervention programme to give our most vulnerable students the support they need when they need it. (See Appendix 5)

11.3 De-escalation strategies.

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

- 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 safe spaces to regulate
- 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.
- 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".

12. Consequences of inappropriate behaviour

12.1.1. The school may use one or more sanctions in response to behaviour that does not meet expectations.

12.1.2. See Appendix 3 for the full Ladder of Consequences.

12.2. Off-site behaviour

12.2.1. At Furze Platt we want to ensure our students are safe travelling to and from school and that they are encouraged to act in a responsible and respectful manner. Sanctions may therefore be applied where a student has behaved inappropriately off-site when representing the school and/or in school uniform, such as on a school trip or on the bus on the way to or from school.

12.2.2. There will be circumstances when we believe it is appropriate to facilitate opportunities for students to repair damage which occurred outside school. For example:

- Any antisocial action travelling to and from school and/or whilst wearing school uniform
- Taking part in a school organised or school related activity off site
- Actions that pose a threat to another student or member of the public
- Actions that could adversely affect the reputation of the school.

12.3. Suspensions & Exclusions

12.3.1. Whilst the focus of our Behaviour for Learning Policy is to facilitate students maintaining and restoring positive relationships there are occasions where a serious incident may lead to a Suspension to allow the school time to create a package of support and the student time to reflect on the impact of their actions. The Headteacher has the power to suspend and exclude.

12.3.2. Further details can be found in the separate Suspensions & Exclusions Policy.

12.4. Malicious allegations

12.4.1. Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will ensure the student restores the damage caused in accordance with school policy. The serious nature of malicious allegations may also result in a suspended being suspended, or even permanently excluded.

12.4.2. Please refer to our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse.

13. Behaviour Management

13.1. Classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Effective classroom management will allow 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

Teaching and support staff are responsible for setting the tone and context for positive behaviour (culture) within the classroom. The school is clear that the most effective form of positive behaviour management within the classroom comes from well-planned, stimulating and effectively delivered lessons, and that all adults in the school should model positive actions.

Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Uphold the school ACHIEVE values on a consistent basis
- Positively uphold the Student Code of Conduct
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Always giving first attention to best conduct
 - Establishing and relentlessly upholding clear routines, including line-up and a formal start to lessons
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, including the use of microscripted interventions (“I noticed...I need...thank you”)
 - Using positive reinforcement

The school recognises that individual classroom teachers may have their own routines and procedures in their classroom, depending on their subject and location, but these should be consistent with the overall school culture and character, routines, procedures and ethos.

13.2. Mobile Phones / Earphones

13.2.1. Furze Platt Senior School is a mobile phone-free school.

13.2.2. Mobile phones can be brought to school, as we recognise that students may require them for their journeys to and from school, but must be switched off upon arrival at the school site and locked in each student's Yondr pouch (issued by the school). This includes wired and wireless earphones and any other attachments.

13.2.3. Once phones and accessories are in their Yondr pouches, the pouches must be placed in larger pockets or bags, where they must remain until students leave the site at the end of the school day.

13.2.4. There are exceptions to these rules and expectations for 6th Formers., outlined in the school's Mobile Phone policy.

13.2.5. Failure to comply with the school's mobile phone policy will result in immediate confiscation of the phone and/or accessories and Isolation for the student, possibly followed by suspension.

Full details can be found in our Mobile Phone Policy.

13.3. Uniform

All students are required to be in the correct uniform at all times. All staff are expected to enforce this, both during lessons and at breaktimes. See the Uniform Policy.

13.4 Classroom rules and routines

FPSS have an established set of clear classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to.

FPSS have 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.

The headteacher and Senior Leadership Team will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will 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 will 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 will 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 will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

14. Reset Weeks

- 14.1. At periodic times throughout the school year there will be a 'Reset Week'. The focus of these weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform, punctuality or equipment.
- 14.2. The focus of the Reset Week will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and be responsible for the issuing of rewards / sanctions during this time. Tutors will support and prepare students in advance and daily during the week, in order to ensure compliance.
- 14.3. Any student who does not meet expectations over this week will incur an immediate C2 Detention. Students who consistently fail to meet expectations over this week may also be placed in Isolation.

15. Restorative practice at Furze Platt

- 15.1. At Furze Platt we recognise that consequences are sometimes necessary. However, longer term positive actions are achieved through young people developing a better understanding of the consequences of their actions. To support young people in making positive choices Restorative practice plays an essential part as it:
 - Repairs harm caused to relationships and communities by conflict
 - Focuses upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected
 - Brings all parties together with an impartial facilitator to consider, from all points of view, what has happened and what can be done to put it right
 - Encourages people to take responsibility for their actions and demonstrate integrity
- 15.2. Through the facilitation of restorative conversations:
 - both parties to tell each other how their actions affected each other
 - both parties to explain why they acted in the way they did
 - apologies to be offered and received
 - both parties to explain what needs they require to be met in order to move forward
- 15.3. Restorative practice at Furze Platt is based upon five core beliefs:
 - The belief that everyone has their own unique perspective on a situation and needs an opportunity to express this and feel heard

- That what people think at any given moment influences how they feel at that moment, and these feelings inform how they behave
- That our actions impact on those around us
- That when our needs are met we can function at our best and that all our actions are strategies we have chosen to meet our needs at the time
- That it is those who are affected by an issue who are best placed to find ways forward – in collaboration with each other

16. Pupil transition – Key Stage 2 to Key Stage 3

To ensure a smooth transition for all incoming Year 7 students each year, multiple transition activities are arranged:

- Furze Platt's transition co-ordinator along with key pastoral staff visit as many feeder primary schools as possible
- Relevant data is gathered on all students
- SENCO and ASD teams visit all students with EHCPs
- All Year 6 students have a Transition Day at Furze Platt during the summer term before they start with us, where they meet their peers, Heads of House to allow relationships to begin forming prior to students starting secondary school

To ensure the right support is in place for students, information related to their actions may be transferred to relevant staff at the start of the term or year. Information on such actions may also be shared with new settings for those students transferring to other schools.

17. Equal opportunities

Furze Platt fully recognises its responsibility and role in promoting and providing equality of opportunity for all, regardless of gender, religion, race or disability.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

18. Monitoring & Review

18.1. This policy is reviewed annually by the Deputy Headteacher, Behaviour & Attitudes

18.2. The scheduled review date for this policy is June 2026.

Appendix 1 (Application of Sanctions)

Very often, poor behaviour is a reflection of an unmet learning need.

We do not assume that our students know, for example, how to read or write; if they cannot, we will teach them. We therefore should not assume that students (especially younger students and those new to the school) know how to behave. These students need also to be taught how to behave. This may be through the application of sanctions, but this should be as a last resort.

The following principles must always be applied:

- Calm, consistent adult behaviour
- First attention for best conduct
- Relentless Routines

In many cases, a quiet verbal reminder of expectations is enough ("I noticed...I need...thank you). Students also need to be shown that attention is given to students demonstrating best conduct, and that rewards are given for behaviour that is 'over and above' these basic expectations.

The school operates a centralised system of afterschool detentions which take 24 hours after the misdemeanour. All sanctions are recorded on ClassCharts which provides parents/carers with immediate notification.

Heads of Progress will monitor student attendance. When students do not attend, the Head of Department will be notified, and it should be followed up within the department. If the HoD wishes to set a further sanction, they should do this within their department; however, failure to attend a detention will always be automatically escalated in line with the ladder of sanctions.

If behaviour still does not improve, or for one off, very serious breaches, a further range of interventions may be applied, but these can only be authorised by Deputy Headteachers or Headteacher.

Appendix 2 (Ladder of Rewards):

Examples of Excellence					
Level		During lessons	Outside lessons (incl. to and from school)	Likely / possible reward	Staff Responsible
Level One	R1	ACHIEVE+ (above the basics) Improved work ethic Excellent work in class Excellent homework Active participation in the lesson Being particularly helpful	ACHIEVE+ Being helpful Being kind and considerate towards others Participation in extracurricular activity	Verbal praise 1HP	All staff
	R2	ACHIEVE+ (above the basics) Any typical R1 behaviour sustained over a period of several lessons	ACHIEVE+ Regular attendance at an extra-curricular activity Form tutor student of the week	Phone call or Postcard Home 5HPs	All staff
	R3	ACHIEVE+ (above the basics) Excellent work over a sustained period of time/piece of coursework/project work	ACHIEVE+ Participation in a school event (concert, sports fixture, Interhouse etc) Participation in a year group/departmental activity	Phone call or Postcard Home 10HPs	All Staff
Level Two	R4	Consistent punctuality over ½ a term 100% attendance over ½ a term No consequences in ½ a term Assisting the school community		Formal letter home 25HPs Super 75 100 Club Golden Tickets ACHIEVE badges	Middle Leaders
	R5	Form tutor student of the term Outstanding work, effort or achievement in a subject over a sustained period of time 100% attendance for a whole term		Formal letter home 40HPs	Middle Leaders
	R6	Outstanding Attitude to Learning across all subjects in termly report home Year / House Student of the Term Outstanding service to the school at a given event (SLT)		Formal letter home 60HPs	HoP HoH SLT
Level Three	R7	Outstanding effort, achievement and/or service to school across the school year Year / House Students of the Year		Rewards ceremony 80HPs Honours board Half Colours ties / badges	HoD HoP HoH SLT
	R8	Exceptional service and/or achievement, going above and beyond to achieve personal goals		Rewards ceremony Headteacher Commendation Honours Board 100HPs Badges	Headteacher

Appendix 3 (Ladder of Consequences):

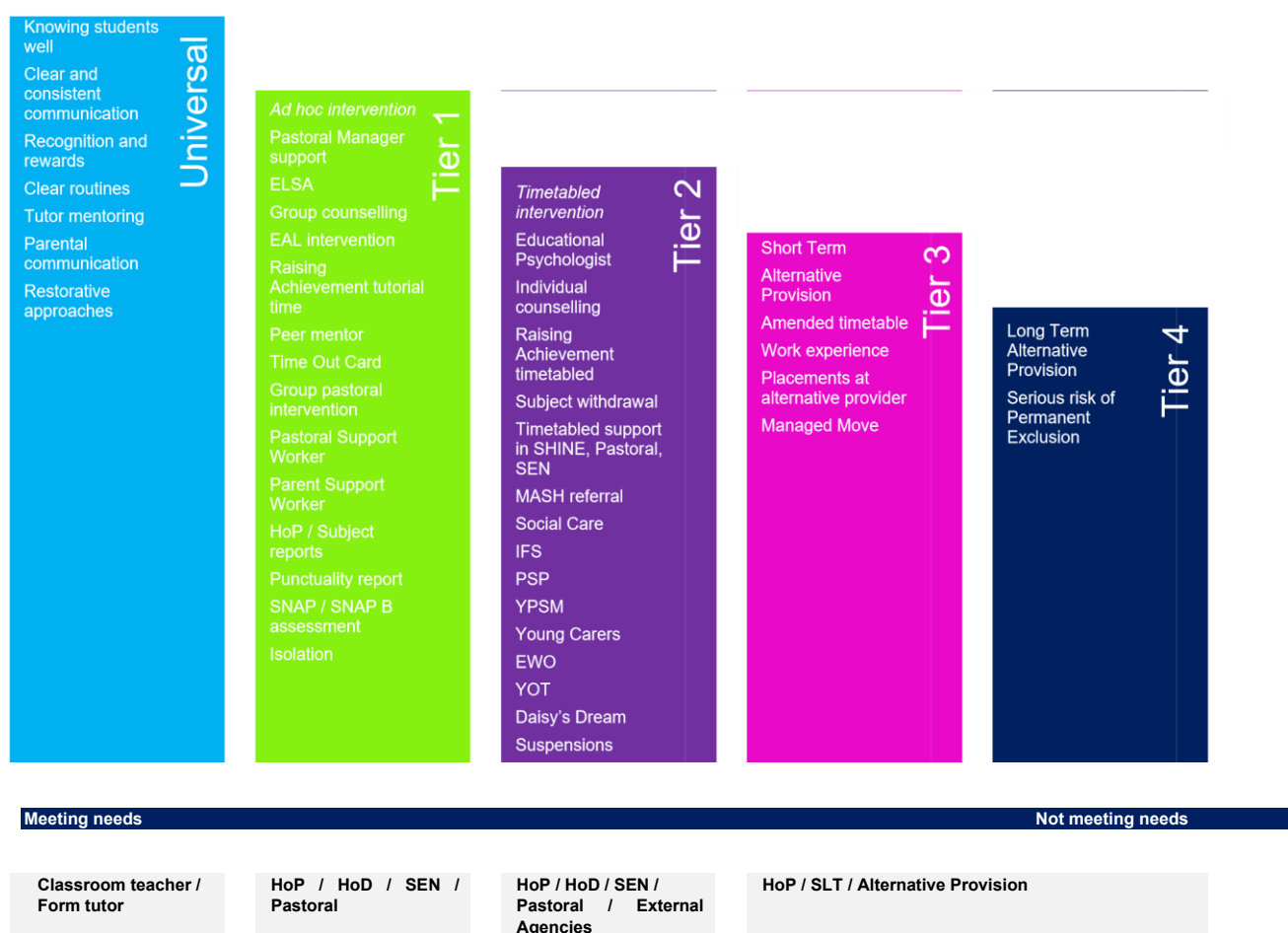
Examples of Misdemeanours				
Level	During lessons	Outside lessons (incl. to and from school)	Likely / possible consequence may include	Staff Responsible
Level One	C1 Off task chatter Lack of effort Lack of equipment Incorrect uniform Chewing gum Uniform infringement Off Class Chatter Lack of progress in lesson Lack of homework	Eating in Class	Verbal warning (Chance/Chice) Confiscate as required	All staff
	C2 Inappropriate Language Repeatedly not following instructions Arguing with Staff or Students Defiant Behaviour at Break Time 6 th Form Mobile Phone C2 Detentions may include: Dropping litter <i>Late to a lesson</i> <i>Inappropriate language</i> <i>Arguing with other students</i> <i>Lack of response to C1</i>	Lack of response to C1 Repeatedly not following instructions Dropping litter Thoughtless behaviour Disrespect towards others/others possessions Arguing with Staff or Students	C2 Break Detention (Consequence) 2CPs	All Staff
	C3 Continued C2 behaviour Hosting		Hosting (6 th Form lesson) / Isolation for duration of lesson & C3 Detention (45 min) Parental call 3CPs Tutor Report	All Staff Tutors
	C4 Disruption of C2 Detention Refusal to be hosted Refusal to correct uniform Yondr (Phone) related Truancy from lessons Walked out of lesson Late to School	Disruption of C2/C3 Detention Failure to attend C2/C3 Detention	Daily Detention Or possible isolation for duration of day 4CPs HoD Report / HoP Report (if across more than 2 Subject areas)	All Staff
Level Three	C5 Failure to attend a C4 Detention Disrupting a C4 Detention Damage to property Bringing the school into disrepute Discriminatory behaviour Bullying Inappropriate behaviour towards a member of staff or student Behaviour that compromises the safety of others Theft Behaviour that seriously disrupts the school day Inciting others to fight		Isolation (1day minimum) 8CPs Suspension SLT Report (AHT with HoP) Parent meeting with AHT / HoP	SLT / HoP
	C6 Examples include but not limited to: Inappropriate/threatening physical behaviour Defiance/swearing directly at a member of staff Continued C4/5 behaviour Failure to comply with the expectations of an internal exclusion Persistent verbal abuse of a member of staff Compromising the health and safety of school site Dangerous behaviour likely to hurt themselves or others Intimidating or threatening behaviour Violent conduct		Suspension Alternative Provision Governors Disciplinary Panel Deputy Headteacher Report Parent meeting with SLT / HoP 10CPs	Deputy Headteachers / HoP

	Bringing banned or inappropriate items onto the school site Wilful damage to school property / vandalism Extreme defiance		
C7	Continued C6 behaviour Possession of illegal items on the school site (e.g. weapons/knives/drugs/alcohol) Violence towards a member of staff Criminal Offences Persistent behaviour that repeatedly flouts the expectations of the school.	Permanent Exclusion Governors Disciplinary Panel 15CPs	Headteacher

Appendix 4 (Tiers of Support):

Tiers of support acts as a guideline to staff in order to respond to concerns. Recognising patterns may lead to a staged approach to support in order to support the positive development of the student. A student may stay on a stage until positive development is evidenced or progress upwards in order to access additional support and provisions.

Decisions about progressing will be made by a team including HoP, HoD and SLT.



Glossary of acronyms	
HoP	Head of Progress
HoD	Head of Department
AIMS	Academic Intervention Monitoring and Support group
SLT	Senior Leadership Team
CAMHS	Child and Adolescent Mental Health Services
PSP	Pastoral Support Plan
SEN	Special Educational Needs
HOH	Head of House

Appendix 5 (Interventions & Support):

A range of school led interventions which may be delivered in a timely manner to students who struggling with behaviour, not attending lessons regularly, or receiving internal isolations or external suspensions.

What?	Who?	Group Numbers/Time	Outcomes
Zones of Regulation Allows students to moderate their actions based on feelings.	Y7's KS3 Students who are challenged at expressing feelings.	4 Max 6 – 8 weeks	Students better able to moderate outburst by explaining their feelings based on colour. Students can use cards to show teacher how they feel. Teachers can use strategies to support students.
Anger Management Allow students to moderate and understand their anger.	Y7 – Y11 Following on from anger outbursts.	1:1 6 Weeks	Better control and understanding of emotions.
Anger Management Workshops for Parents.	Parents	1 session	Parents gain an understanding of the strategies and can work at home with their child.
ELSA Emotional Coaching	Y7 – Y11	1:1 6 – 8 Weeks	Improved recognition and understanding of emotions
Friendship Skills	Y7	Small Group 4 – 6 Weeks	
Anxiety Counselling Group	KS3 or KS4	Small Groups 6 weeks	Aim for students to build their own support network.
Anxiety Gremlin	Y7 – Y11	1:1 Support 6 weeks	Aim for students to self-regulate and understand anxiety.
Supporting Anxiety for Parents	All	Develop network group for parents Or 1 session	Aim for parents to be able to continue to support their child with anxiety. Create a support network which school could help facilitate.
Supporting Transition or Change	Y7	Group work 6 – 8 Weeks	Support students who are struggling with transition into secondary.
Self Esteem Dove – Confident Me Programme.	Y7 – Y11	1:1 or Small Group. 5 weeks.	Improves self-confidence. Improves body image.
Social Media Impact	Y7 – Y11	1:1 1 Session from Confident Me programme. Following on from social media issues.	Improves understanding of impact of social media and comments on others.
Academic Resilience Homework	Y7 – Y11	Home Learning Club	Aim – support and mentor through homework. Ongoing bookable resource on Evolve
Literacy Resilience Reading	Y7 – Y9	1:1	Build confidence to read and a love of reading.

		Additional literacy support reading	
Literacy Resilience Writing	Y7 – Y9	1:1 Additional writing support.	Build confidence to write cursive or use of laptop.
Literacy Listening Resilience	Y7 – Y9	1:1 Additional support to understand and decode listening.	Build confidence to understand that listening is a skill.
ASD	All	Following Diagnosis – Outreach programme.	Build their understanding of who they are.
ADHD	All	1:1 or 2:1	Understand how ADHD impacts them and their learning. Identify strategies to support their learning.
Academic Resilience	Y7 – Y11	1:1 or 2:1	Academic interventions to support progress. Students to identify challenges. Identify following incidents.
Academic resilience for parents	Parents	Workshop	Give understanding to parents the importance of resilience and how they can support their child.
Emotional Resilience Penn Resilience Programme Bounce Forwards	Y7 – Y11	Small Groups 1:1 Resilience programme.	2 Strands of Programme x 8 weeks.
Coach Mentor	Y7 – Y11	1:1 6 Week Programme	Coach Mentor
Sport Mentor	Y7 – Y11	1:1 or 2:1	Mentoring via sport. Talk through sport.
School Refusal	Y7 – Y11 Social Skills	1 Week 1:1 – Daily	Aim: Build on social skills. Build friendship skills. Build the team to support the skills for returning to school.
ABC (academic, behaviour, sCocial) – Mentoring via 6 th Form	Y7 – Y10	1:1 – 6 – 8 Weeks 6 th Form mentoring programme devised by Chris Djelani.	Aim: Match with 6 th former who had experienced similar needs lower down the school.
Kidscape Peer Mentoring Programme	Train Y9's and 10's to support Y7's and Y8's		Aim: Y10 and Y11 emotional mentoring support for Y7, Y8 and Y9

Appendix 6 (Powers of Staff):

The Department for Education is clear that the school has a number of legal powers. In certain circumstances, the Headteacher, or other staff at his direction have the power to:

- Search and/or screen students for prohibited items. We have the right to confiscate, retain and dispose of inappropriate items, although it is usual for parents to collect items. Obviously, in the case of illegal items, disposal or referral to the police is appropriate.
- Where appropriate, use reasonable force or make physical contact
- Discipline students beyond the school gate

Confiscation

In certain circumstances, the Headteacher, or other staff at his direction have the power to:

1. Confiscate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a sanction and protects the member of staff from liability for damage to, or loss of, any confiscated items. At Furze Platt the following general approach to confiscation is adopted:

- Mobile phones or other electronic devices – these need to be out of sight or sound. If they are seen or heard they will be confiscated and sent to Reception.
- Non uniform items (e.g., jumper, hoody or jewellery) these will be confiscated and returned to a student at the end of the school day. If a student persists in wearing an item it may be withheld until a parent comes in, or for an extended period, at the discretion of the Head of Progress or member of the Senior Leadership Team.
- Any other item which is inappropriate, illegal or a deemed health and safety risk including: fireworks, alcohol, cigarettes, drugs, pornographic images, weapons or any item that could be used as a weapon. These will be confiscated and either returned directly to parents, destroyed or handed to the police, depending on the nature of the item.

2. Power to search

The law allows the school to search for 'prohibited items' including fireworks, alcohol, cigarettes, drugs, pornographic images, weapons or any item that could be used as a weapon.

Students can also be searched if there is reasonable suspicion that they possess:

- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item that may be searched for. (including replica weapons)
- A stolen item

At Furze Platt Senior School students will only be searched as a last resort. Only members of the Senior Leadership Team may search a student and in all cases will be conducted in the presence of a witness. Any search will respect the dignity of the individual. If a student refuses, the school can apply what they consider an appropriate sanction. In some circumstances it may be appropriate to call the police. Searches may include use of a metal detecting devices such as handheld scanners as well as licensed canine detection teams.

3. Power to use reasonable force

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- Removing a pupil's crutches

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

The school places high importance on the safety of all individuals. Furze Platt Senior School we would only use this power as a last resort and in the following circumstances. All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons
- When a student's behaviour may be prejudicial to health and safety

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others. Any member of staff is able to use reasonable force in these circumstances, however they must also be mindful of their own safety and, if necessary, send for Senior Leadership Team support

Any significant incident involving the use of force will be recorded and reported in accordance with the procedures set out in FPSS Child Protection and Safeguarding Policy.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. We never use force as a sanction, threat or deterrent.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

The following uses of force are **never acceptable**:

- Staff using force for the purpose of punishment
- Staff restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Staff using force on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

Prevention and de-escalation strategies

Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.

Our whole-school approach includes:

- Consideration of how our school and classroom environment can support all pupils to achieve and thrive
- Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- Development of working staff-pupil relationships and trust
- Recording and analysing data on the use of restrictive interventions to inform improvement planning

The individual approaches we use include:

- Working closely with parents/carers to support individual pupils
- Strategies to support individual pupils based on their identified needs, including:
 - The development of behaviour support plans
 - Strategies to help pupils calm down before their behaviour escalates
 - Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible
- De-escalation when a situation arises

When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- Having open body language and being aware of a pupil's personal space
- Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- Using empathy – asking the pupil to help you understand their feelings
- Distraction techniques
- Offering a calm space for the pupil to go to so they can self-regulate
- Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

Please see the Child Protection & Safeguarding Policy for more details

Appendix 7 (Drugs & Alcohol in School):

Details of our school's approach to preventing drug and/or alcohol abuse are found in our Drugs Policy.

If any student or adult on school premises is found in possession of an unauthorised drug it will be confiscated. If necessary, a search of the individual will be conducted (as outlined in the school's behaviour policy.) If the drug is suspected to be illegal, the school will contact the police and immediately hand over the drug. If the substance cannot be legally destroyed or disposed of it will be handed to the police as soon as possible and not stored for any longer than is necessary. Talking with an individual about a drug related incident will have as its purpose to confirm or reject suspicions or allegations, rather than to conduct a wider investigation. Parents of students will be informed and other professionals from the LA, Drugs and Alcohol Action Team, Youth Service, Police, Health Service, Social Service etc may be informed or consulted as appropriate.

Drugs

A drug related incident may include any of the following:

- A student who is suspected of being under the influence of a drug;
- Finding drugs, or related paraphernalia on school premises;
- Possession of drugs by an individual on school premises;
- Use of drugs by an individual on school premises;
- Supply of drugs on school premises;
- Individuals disclosing information about their drug use;
- Rumours of drug possession supply or drug use;
- Reports of drug possession supply or drug use.

Alcohol

Students are not allowed to bring in alcohol on the school. Parents and visitors under the effects of alcohol will be asked to leave the premises and return at a later date for the safety of the whole school.

Appendix 8 (Approach to Learning):

At Furze Platt we recognise the absolute link between a student having a positive approach to learning and their outcomes. We measure approach to learning by the following criteria:

Outstanding: Consistently displays an excellent attitude that promotes ambition and demonstrates rapid and sustained learning. They always demonstrate a high level of integrity by demonstrating respect to everyone. They are highly motivated and show endurance in their learning. The student is happy in their approach to learning. They make a full and collaborative contribution to every task and demonstrate versatility in their approach to learning.

Good: Consistently displays an attitude that enables them to make good progress. They always show respect to everyone. They are motivated and are always on task, making a positive contribution to every task. They always demonstrate a high level of integrity by demonstrating respect to everyone. They are highly motivated and show endurance in their learning. The student is happy in their approach to learning. They make a full and collaborative contribution to every task and demonstrate versatility in their approach to learning.

Requires Improvement: Does not consistently display an ambitious attitude that enables them, or others, to make good progress. Their attitude can lead to disruption and they can show a lack of integrity in their consideration to others. They may lack endurance and occasionally need prompting to engage in their studies. They struggle to work collaboratively and lack the versatility to try new approaches to learning. The student does not always demonstrate that they are happy in their approach to learning. Their work regularly fails to meet our expectations of excellence

Cause for Concern: Consistently displays an attitude that lacks ambition and hinders them, or others, from making progress. They show a lack of integrity and their attitude can frequently lead to disruption or they can show a lack of consideration to others. They do not demonstrate versatility in their approach to learning. They often lack endurance and need prompting to engage and they do not attempt to work collaboratively. The student does not demonstrate that they are happy in their approach to learning. Their work rarely meets our expectations of excellence.