

Behaviour Policy



Policy Number:

Name of College	FAR Academy - Whitstable
Policy Owner	Brent Lewis
Queries to be directed to	Brent Lewis – Headteacher Hayley Lawn – Family Liaison Officer

This policy will be reviewed on an annual basis.

Date created	April 2026
Date of next review	September 2027

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Behaviour Policy, including Alcohol and Drug Management

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour to fulfil the duty of care placed on us. The Policy will also outline the hierarchy of rewards and sanctions.

Staff have a responsibility to deal with behaviour in their own teaching group and can seek advice from the leadership or inclusion teams, as and when appropriate. Staff are advised to follow the strategies advised in Provision Plans and Risk Assessments and to work with others as part of a team.

The ethos of the Alternative Provision College is one of anticipating and diffusing potentially challenging behaviour. The FAR Academy makes a commitment to:

- Setting clear expectations and firm boundaries agreed by students, parents/carers and staff. We firmly believe that the most effective policy is one where all concerned with the student's welfare work together. *
- Support the provision of an effective learning environment in which everyone feels safe, valued and able to learn.
- Encouraging good behaviour and respect for others and prevent all forms of bullying.
- Providing and maintaining adequate staffing levels that do not leave individuals in a vulnerable position.
- Ensuring staff model the behaviour we are expecting of our students.
- Developing and maintaining staff competence and expertise which corresponds to the needs of the students.
- Avoiding situations which are known to trigger aggressive episodes and creating opportunities to engage in meaningful activities which include opportunity for choice and a sense of achievement.
- Establishing individual risk assessments when required.
- Involve families, advocates and students to produce an individual, comprehensive plan of action and support (safety plan) when they pose a significant risk to themselves or others.*
- Recognising early stages of behavioural episodes and the deployment of diffusion techniques to avoid escalation. • Endorsing the principles of effective risk assessment.

*Pupils over the age of 18 will need to consent to information being shared unless there is significant safeguarding concerns. Guidance from our [Safeguarding Policy](#) will be followed.

The aim of our college is to enable individual students to develop their academic and social skills, in order for them to reintegrate successfully into appropriate full time educational provision or employment. Students will be treated fairly, but appropriately, regardless of race, gender, social background, ability and beliefs.

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Implementation and Review

The college will review this policy annually to assess its implementation and effectiveness. The policy will be promoted/implemented throughout the college.

Key principles

1. Working with families:

Parents/carers are encouraged to support good attendance and behaviour through the Home/College Agreement and regular progress review meetings.

2. Encouraging high expectations and establishing an ethos of achievement:

Work requires just the right level of challenge and should generate a feeling of success and increased self-esteem. It requires sensitivity and flexibility to avoid presenting work that is both too easy and demeaning or too difficult thereby inducing failure.

3. Identifying underlying cause:

Poor behaviour may be linked to a student's problems in understanding lessons, and therefore may require work on expressive and receptive language skills or additional literacy or numeracy support to address them effectively. Social and emotional issues and circumstances also affect behaviour.

4. Rewarding achievement:

Positive recognition of individual students or groups is a valuable and effective strategy in ensuring that students are rewarded for doing the right thing.

Proactive Approach

In many instances behaviour problems can be avoided or prevented by using appropriate behaviour strategies. These are:

- **Listen:** listening is important. Being listened to can have a positive effect on behaviour and motivation.
- **Stay calm:** calming strategies often work. The teacher remaining seated and talking softly may avoid the escalation of confrontation.
- **Give clear directions:** check for understanding and pay attention to signals and body language.
- **Positive reinforcement:** focus on those who are carrying out instructions.
- **Keep student on task:** give consistent praise, which is specific and genuine. Use positive repetition.
- **Remain calm:** Talk to the inclusion team about what the behaviour is communicating. Use 'I' statements. Use 'please' to convey expectation. Re-establish the relationship as soon as possible.
- **Avert confrontation:** you may briefly 'tactically ignore' behaviour, but follow up. Do not create an audience. Sanctions to be talked through with leadership or inclusion team (emotion coaching and restorative approach).

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Rewards

Praise will be given as appropriate to individual pupils. Contact may be made with parents or guardians. College trips will be organised throughout the year and pupils will be able to attend as recognition for effort and behaviour.

Exclusions

The FAR Academy does not permanently exclude students. It is the policy of the college to make appropriate alternative provision for those students whose behaviour would have warranted permanent exclusion should they have been in mainstream college. This will be subject to a satisfactory risk assessment having been carried out. If it is deemed we can no longer support the need of the pupil then an emergency Annual review will be requested.

Police Contact

- Police have a right to interview a student and college staff cannot refuse to allow the interview to take place.
- A member of the leadership team to request to be present at the interview, taking brief factual notes to transfer to CPOMS.
- Parents/carers should be contacted and informed that it will/has taken place (ask police advise on timing) unless there are Child Protection issues in which case the police will advise regarding parental contact.
- Staff should not accompany students to the police station if they are asked to do so, but must ask who will be contacted to support the student.
- In the event of harm/a deliberate act towards a member of staff or student, the leadership team must be informed and a decision will be made as to who the incident should be referred to.

Expectation of Pupils

It is expected that all pupils:

- Arrive at college ready to learn, appropriately dressed and not intoxicated or under the influence of illegal substances
- Show respect to staff members and other pupils
- Follow the school timetable and structure, arriving to school on time, remain till the end of the day, return from lunch at correct time.
- Attend all allocated lessons, completing work set and seeking help when struggling appropriately.
- Do not vape or drink inside the school building.

School's Rights to discipline taken from 'Behaviour in Schools – Advice for headteachers and school staff Jan 2022.

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What the law allows

1. Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil. This applies to all paid staff (unless the headteacher says otherwise), such as teaching assistants.
2. Staff can sanction pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits. Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
3. A sanction will be lawful if it satisfies the following three conditions: I. The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher. II. III. The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.
4. In considering whether a sanction is reasonable in all circumstances one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.
5. The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Examples of behaviour that may warrant a sanction

Gross Misconduct/Extreme Behaviour includes, but is not limited to:

- Violent acts or threats of extreme violence
- Swearing directly at a member of staff
- Use of racial, gender based, or sexual slurs directed at a member of the community
- Theft
- Using illicit substances, including vaping
- Malicious triggering of the fire alarm intentionally or unintentionally but as a result of other actions
- Exam misconduct
- Continual/prolonged point blank refusal to comply with requests from members of staff
- Chronic and on-going non compliance of the same nature in spite of previous sanction
- Any other act that the Principal identifies as extreme or as gross misconduct

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Sanctions used, but may not always follow the order, depending on behaviour difficulty itself:

- Warning
- Second warning
- Contact with family (if appropriate and with consent from over 18-year olds)/Support to notify of ongoing behaviour
- Behaviour review meeting
- Possible access to rewards/trips outside of college removed.

Drugs and Alcohol Use

- Pupils are not permitted to vape inside the college building.
- Alcohol should not be consumed during the school day. Any pupil thought to be under the influence of alcohol will be reviewed by SLT and parent/carer may be notified if appropriate and if pupil - over 18 years of age - consents.
- If a member of staff suspects that a student has taken a drug on the way to college or whilst at college, the student's health and wellbeing is the first consideration. If the student is thought to be in possession of an unauthorised substance(s), a search of personal items and property may be carried out. Parent/Carer should be informed of the situation (if under 18. Schromtudent consent will be sought if over 18) unless this is not considered to be in the best interests of the student in which case Kent Child Protection guidelines should be followed.
- All unknown tablets, powders and substances should be regarded as unauthorised and should be confiscated and be sensitively handled and stored securely and safely, and the police contacted accordingly.
- Individuals should take care when dealing with unknown substances that may be drugs and as such it is advisable for gloves to be worn or a bag can be turned inside out and used to pick up the suspected substance.

For issues that include the removal of needles see KCC Health and Safety Standard: Biological Hazards; Needles, Sharps and Syringes document, attached to our Health and Safety Policy.

References to Statutory Frameworks

School Suspensions and Permanent Exclusions - www.gov.uk
Searching, Screening and Confiscation in Schools - www.gov.uk
Use of Reasonable Force in Schools - www.gov.uk
Teachers' Standards: Overview - www.gov.uk
Behaviour in Schools - www.gov.uk
Behaviour and Discipline in Schools; Guidance for Governing Bodies - www.gov.uk
KCC Health and Safety Standard Biological Hazards; Needles, Sharps and Syringes - www.kelsi.org.uk

Links to Other School Policies:

- [Safeguarding Policy](#)
- Attendance Policy
- Teaching and Learning Policy