

Furrowfield School

Behaviour for Learning Policy



2025-2026

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Rationale

Furrowfield School is a specialist provision for students in Key Stages 3 and 4. All students have an Education, Health and Care (EHC) Single Plan identifying **Social, Emotional and Mental Health (SEMH)** needs as their primary area of support. Many also present with co-morbid secondary needs such as **Autistic Spectrum Disorder (ASD)**, **Specific Learning Difficulties (SpLD)** (e.g. dyslexia), and experiences of trauma.

We recognise that **consistency of approach** is the foundation of positive behaviour in any school. Our aim is to provide a safe, respectful, and inclusive environment where students can thrive academically, socially, and emotionally.

Policy Context

This policy should be read in conjunction with:

- *DfE Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff* (September 2024)
- Associated DfE guidance and resources, including:
- Education Act 2014
- Suspensions and Permanent Exclusion Guidance 2024
- Behaviour in Schools: Advice for Head Teachers 2024
- The Equality Act 2010
- Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies
- Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies
- Safeguarding
- Team Teach Guidelines

Core Principles

Furrowfield School recognises that all students have the right to learn in an environment characterised by **good behaviour, firm but fair discipline, order, and safety**. These standards will be upheld through:

- **Clear, Consistent Behaviour Policies** – Implementing proactive strategies that promote positive conduct, mutual respect, and self-discipline.
- **Zero Tolerance for Discrimination or Harm** – Preventing, addressing, and challenging all forms of bullying, harassment, inequality, and racism.
- **Student Involvement** – Actively engaging students in the development, review, and refinement of behaviour policies to encourage ownership and accountability.
- **Partnership with Parents and Carers** – Fostering open communication and collaboration to ensure a unified approach to behaviour management, particularly in cases of persistent absence, repeated misbehaviour, positive handling interventions, or exclusion.
- **A Safe and Stimulating Learning Environment** – Maintaining classrooms and communal areas that are physically secure, emotionally supportive, and conducive to learning.

Our Commitments

1. Clarity of Expectations and Consequences:

- All students will be made fully aware of the standards of behaviour expected of them and the consequences of poor behaviour choices.
- All staff have statutory authority to challenge unacceptable behaviour, breaches of school rules, or failure to follow a reasonable instruction.

2. Student Voice and Participation:

- Students will have regular opportunities to express their views on behaviour standards.
- This may be through their Tutor, Keyworker, the Smart Council, or direct engagement with senior leaders, including the Head Teacher.

3. Targeted Behaviour Support and Additional Provision:

- Students requiring additional behaviour support, necessitating time away from the main timetable, will access high-quality, purposeful learning opportunities.
- Interventions will continue until staff and parents/carers are confident the student can reintegrate successfully or transition to an alternative curriculum pathway.

4. Accurate and Timely Record-Keeping:

- All relevant incidents will be recorded on Bromcom and/or CPOMs in line with the seriousness of the matter and school procedures.

Collaboration in Managing Behaviour

Furrowfield School strongly endorses a collaborative approach to behaviour management, achieved through:

- A clear **Home–School Agreement**.
- Ensuring parents/carers understand expectations of themselves and their child, and the consequences of not supporting behaviour improvement.

School Actions to Support Positive Behaviour

Furrowfield School will:

- Ensure consistency of approach by all staff through regular CPD, discussion, monitoring, and moderation of strategies.
- Provide visible and effective leadership to support staff and students in implementing the behaviour policy.
- Promote positive self-esteem and self-image through enjoyment, achievement, and success in learning.
- Offer a flexible curriculum that prepares students for successful integration into wider society.
- Implement clear, appropriate rewards and consequences, embedded across the school and reflected in the Home–School Agreement.
- Actively teach good behaviour through modelling, agreed strategies, and discrete lessons promoting social and emotional learning.

- Provide regular, relevant internal and external training for all staff.
- Maintain a strong student support system through Tutors, Keyworkers, the Educational Psychologist, and health professionals.
- Support students through key policies such as Anti-Bullying, Safeguarding and Child Protection, Health and Safety, and Attendance.
- Build effective relationships with parents, carers, and external agencies to maximise each child's life chances.

Classroom Organisation

The environment in which a student works can be instrumental in influencing their behaviour. Considerations should be given to such factors as to the décor, displays, presentation of work, and good quality resources. We continue to work on this.

- Staff should be vigilant at lesson changeovers and collect students promptly to ensure an ordered start.
- Seating and movement arrangements should be planned to reduce disruption, with staff moving to students where appropriate.
- Resources should be prepared in advance to avoid unnecessary delays and potential conflict.

Lesson Content

Lessons need to be well planned so that students understand what they are required to do, how to do it and be able to know they when they have succeeded. Teaching and learning should be focused on the Furrowfield Way with a focus on reflect, resilience, imagination, collaboration, and inquisitive.

At times it will be necessary for staff to demand conventional and orthodox learning styles such as students sitting individually, separated from others and learning to raise hands for help or to contribute. At other times staff may wish to help student development by group work, paired work, asking students to find out information from places outside the classroom. For some of our students less structured methods may offer risk. Nonetheless students must be offered the chance to develop their skills.

Lively and stimulating teaching also promotes good behaviour particularly when the work is well matched to their abilities. The schools' teaching and learning policy expands on this.

Many students in school have created difficult behaviour to mask their inability to cope with the demands of the curriculum. Others have not been able to learn because their barriers to learning have delayed their access to skills that enable them to manage the curriculum. Differentiation and a balance of supported and independent work is an effected approach to reducing these barriers and is facilitated by teaching staff and keyworkers.

Behaviour Management Procedures – The Furrowfield Behaviour Way

1. Begin Each Lesson with a Fresh Perspective

Approach every session as a new opportunity. Avoid dwelling on previous challenges and set a positive and high-expectations from the outset.

2. Adopt Open and Confident Body Language

Stand with feet shoulder-width apart, arms relaxed, and posture upright. Maintain a genuine smile to project warmth, approachability, and enthusiasm, while supporting clear voice projection.

3. Vary Movement and Vocal Delivery

Alternate between moving and remaining still, sitting and standing, and adjusting vocal volume. This variation sustains engagement and keeps lesson pacing dynamic.

4. Communicate Clear Learning Objectives

Outline the structure and expectations at the start. For example:

“Today we will complete three short tasks — one collaboratively and two individually.”

This clarity fosters student confidence and reinforces your authority.

5. Provide Structured Choices

Offering options increases student ownership and promotes positive decision-making. For example:

“You may present your ideas as bullet points or a mind map.”

Or in relation to behaviour:

“You can sit down and focus on the task, or you can continue wandering around the classroom, which will result in a yellow card. The choice is yours.”

6. Break Down Tasks into Manageable Segments

Allow adequate processing time and incorporate short breaks. For longer texts, divide content into smaller sections to aid comprehension.

7. Optimise the Learning Environment

Arrange seating and desks to best support the lesson’s objectives. Consider alternatives to one-per-desk arrangements where collaboration is beneficial.

8. Anticipate and Address Issues Proactively

If a student is unsettled, intervene early — offer a time-out, assign a purposeful role, or re-engage through a shared interest.

9. Acknowledge and Reinforce Positive Behaviour

Recognise effort as well as achievement. For example:

“I can see you made a real effort not to call out — well done.”

10. Apply Sanctions with Clarity and Consistency

Clearly state both the sanction and the reason:

“You have a yellow card because you continued talking after being asked to stop.”

“You have a red card because you already had two yellows and were disrespectful — this means you will lose your break.”

Consistent, clear communication reinforces expectations and boundaries.

Behaviour Monitoring and Target Setting

Through ongoing monitoring, **individual behaviour and learning targets** are agreed with each student. These explicit, personalised targets enable students to focus on developing and improving one or two specific aspects of their behaviour or learning each week.

Behaviour is **recorded, monitored, and analysed** using a range of systems and processes to ensure consistency, accuracy, and timely intervention. These include:

1. **Bromcom Behaviour Module** – for recording and tracking incidents and positive behaviours.
2. **Year Group Incident Logs** – maintained for Years 7–11 to monitor patterns and trends.
3. **Student Reflection and Discussion** – structured opportunities for students to reflect on their behaviour and agree next steps.
4. **Student Information Sheets (SIS)** – updated to ensure all staff are aware of relevant needs, strategies, and interventions.
5. **Staff Meetings and Briefings** – regular forums to share updates, review strategies, and ensure a consistent approach.
6. **Card System** – Yellow and Red Card processes to address and manage behaviour in real time.
7. **Graduated Detention System** – including break/afternoon recreation detentions, after-school detentions, and SLT detentions.
8. **Behaviour Reflection (BR) Room** – placement in a supervised environment with structured reflection activities.
9. **Graduated Report System** – Tutor, SLT, and Head Teacher reports to monitor and support behaviour improvement.
10. **Suspensions** – applied in line with statutory guidance for serious or persistent breaches of the Behaviour Policy.

Rewards: The Furrowfield Way and Core Behaviour Principles

The **Furrowfield Way** is built around five key behavioural expectations:

1. **Being Respectful**
2. **Being Imaginative**
3. **Working Collaboratively**
4. **Being Reflective**
5. **Being Inquisitive**

Lesson Points System

- In each lesson, students can earn up to **five points** — one point for demonstrating each of the five core expectations.
- Points are awarded based on behaviour observed during the lesson.
- Where a behaviour expectation is not met, the corresponding point will be deducted.
- At the end of the week, the number of points achieved determines the student's choice of **Health and Wellbeing activity** on Friday afternoon.

Rewards Framework

Rewards are an essential element of Furrowfield School's behaviour support system, which is embedded across the whole school. They are both **extrinsic** (tangible recognition) and **intrinsic** (personal satisfaction and pride), and are designed to reinforce positive behaviour and achievement.

Examples of rewards include:

- **Verbal acknowledgement/Positive Reinforcement** of positive behaviour and effort
- **Lesson points system** to acknowledge personal achievement in lessons
- **Applause on doors** to celebrate achievements
- **Shine Awards** for exceptional demonstration of the Furrowfield Way values
- **Verbal and written recognition** of effort and progress
- **'Above and Beyond' points** for exceptional conduct or achievement

In addition, each half term the school hosts the **Shine Awards**, which celebrate and promote a positive school culture by recognising **attainment, achievement, and improvement** across the student body.

At Furrowfield School, our whole-school approach is underpinned by the shared conviction of all staff that **education matters** and that **good schools make a lasting difference** in the lives of young people.

We are committed to providing a **social, moral, spiritual and cultural framework** that enables every student to develop essential life skills through all areas of the curriculum. This approach is embedded within our **vision and values**, ensuring that learning extends beyond academic achievement to nurture well-rounded, confident, and responsible individuals.

Consequences and Sanctions

Furrowfield School makes it clear to all students that there are consequences for failing to demonstrate and maintain appropriate standards of behaviour. Consequences are applied fairly, proportionately, and in line with a **graduated response**, particularly for low-level behaviour concerns.

Possible consequences include:

- **Completion of Missed Work** – Students will make up any lessons or work they have missed in their own time, including during detention.
- **Temporary Relocation** – Students may be required to work away from their peers to allow time for reflection and to re-focus on learning.
- **Detentions** – These may be issued during break or recreation time, after school, or as part of a Senior Leadership Team (SLT) detention.
- **Behaviour Reflection (BR) Room** – Students may be placed in the BR Room to address behaviour concerns in a structured, supervised environment.
- **Teacher Led Activities on Friday afternoon** – Students who have not earned sufficient rewards during the week will remain in class with a member of staff during Friday activities, engaging in purposeful, classroom-based activities.
- **Report Systems** – Students may be placed on report to their Tutor, a member of the SLT, or the Head Teacher to monitor behaviour and progress closely.
- **Suspension** – In cases of serious or persistent misconduct, a fixed-term suspension may be issued in accordance with statutory guidance.

Rationale for Sanctions

Sanctions are applied to reinforce the principle that all actions have consequences — both positive and negative — and that every individual must take responsibility for their words and behaviour. They serve to:

- **Promote Accountability** – Ensure students understand that their choices have outcomes, and that they are responsible for what they do and say.
- **Acknowledge Impact on Rewards** – Make clear that inappropriate behaviour may result in the loss of access to certain rewards or privileges available to those demonstrating positive conduct.
- **Uphold a Safe and Respectful Environment** – Address verbal or physical abuse, recognising it as a form of bullying. Such behaviour, whether directed towards staff or other students, will not be tolerated under any circumstances.

Yellow and Red Card Behaviour System

To ensure students respond appropriately to staff-led instructions and maintain a positive learning environment, Furrowfield School operates a **Yellow and Red Card system** throughout the school day.

Yellow Cards

A Yellow Card serves as a formal warning and an opportunity for the student to make positive next steps. Yellow Cards may be issued for:

- Disruption to learning
- Refusal to follow staff instructions (including work rate)
- Use of unacceptable language
- Lateness to a lesson without a valid reason
- Other low-level behavioural concerns

If the behaviour continues after the first Yellow Card, a **second Yellow Card** may be issued for the same or similar conduct.

Red Cards

A Red Card may be issued if:

- Behavioural issues persist after a second Yellow Card has been given
- A student leaves the lesson/activity without permission*
- Unacceptable language is directed towards a member of staff or another student
- Known health and safety guidelines are not followed
- Other serious behaviour concern that constitutes a Red Card

*If a student leaves the lesson without permission, a Teaching Assistant should support the student to return, or assistance should be requested via the school radio system.

Behaviour Reflection Room

Students may be directed to the **Behaviour Reflection Room** when their actions require immediate removal from the classroom to ensure the safety, dignity, and learning of others.

Referral to the BR Room may occur for, but is not limited to, the following behaviours:

- Making remarks towards others that target or discriminate against **protected characteristics** (as defined in the Equality Act 2010)
- Using **offensive language** towards staff
- Attempting to **physically assault** staff or students
- Engaging in **intimidation** or making **threats** towards staff or students
- Causing, or attempting to cause, **damage to school property**
- Other serious behaviour concern that constitutes a BR

The BR Room provides a structured, supervised environment where students can reflect on their behaviour, consider the impact of their actions, and plan positive next steps before reintegration into lessons.

Reasonable Adjustments

Where a student is experiencing a period of dysregulation, staff should consider reasonable adjustments to the application of sanctions, ensuring responses remain fair, supportive, and proportionate.

Report System

In order to monitor and support individual student behaviour, staff may place students onto report. The aim is to provide **enhanced guidance, closer monitoring, and targeted intervention** to help students meet the school's expectations.

The Report System uses a **tiered, integrated approach**:

- **Tutor Report –**
Used for early intervention when concerns first arise. The student's form tutor monitors behaviour, punctuality, and effort daily. Parents/carers are informed, and the focus is on identifying issues quickly and providing pastoral support to prevent escalation.
- **SLT Report –**
Issued when behaviour concerns persist or are more serious. A member of the Senior Leadership Team monitors the student's conduct across all lessons. This stage involves closer communication with parents/carers and may include additional support strategies or behaviour targets.
- **Head Teacher's Report –**
Reserved for the most serious or persistent behaviour concerns. The Head Teacher monitors the student's behaviour personally, with daily check-ins. This stage signals that the student is at risk of further sanctions, including suspension, if significant improvement is not made.

At all stages, reports are reviewed regularly, and students who meet their targets are praised and removed from report. Those who do not meet expectations may progress to the next stage.

Suspensions

Suspension from school is regarded as a **last resort** for students who seriously fail to meet the school's behaviour expectations or comply with the agreed framework of school rules. It is used as a sanction to:

- Provide the student with an opportunity to reflect on their behaviour
- Allow the school to implement alternative strategies or arrangements in line with the **Safeguarding Policy**
- Protect the safety and wellbeing of others, where necessary

Suspensions are only applied in cases of **severe breaches** of behaviour expectations or when a range of other intervention and support strategies have been tried and have not succeeded.

The school is committed to ensuring that:

- Decisions are **fair and proportionate**
- Students are given a **realistic opportunity to return** and move forward positively
- Work is provided for the student during the suspension period
- Parents/carers and students are informed of their **right of appeal**

Reintegration Process

On return from suspension, the student will:

1. Attend a **reintegration meeting** with a member of the Senior Leadership Team (SLT) to discuss the incident and expectations moving forward
2. Spend a session in the **Behaviour Reflection Room** to support self-regulation and positive re-engagement with learning

Ongoing Support and Risk Reduction

Any student who has had **multiple fixed-period suspensions** and is considered at serious risk of further exclusion will have this risk addressed within their **Individual Behaviour Support Plan (IBSP)**.

- The IBSP will outline specific measures to reduce the likelihood of further suspensions
- This will be implemented during the **first reintegration meeting** following the suspension, with a Senior Leader and the parent/carer present

Prohibited Items

Students must not bring prohibited items into school. These include, but are not limited to:

- Chewing gum
- Lighters
- Vapes and e-cigarettes
- Cigarettes in any form
- Matches
- Objects intended for use as a weapon

If a prohibited item is brought into school, it will be **confiscated and destroyed**. The item will **not** be returned to the student or their parent/carer under any circumstances.

Positive Handling (Team Teach)

Furrowfield School follows the LA (Local Authority) and national guidelines on positive handling and uses the Team Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals to ensure practice is current. The Positive Handling Policy provides detail. James Hart is the Team Teach lead for Furrowfield School.

Communication of Policy

Parents, carers, and students are informed of the school's Positive Handling Policy during the **initial interview and visit**.

Use of Physical Intervention

Physical intervention is used **only as a last resort** when a student's behaviour presents a **risk of harm** to themselves or others.

- Team Teach involves the **positive application of force** to overcome moderate resistance, guiding and directing a person's free movement.
- The **paramount purpose** is to safeguard the individual, protect others, or prevent significant damage to property.
- All interventions follow the principles of **minimum force, least intrusive, and least restrictive** for the **shortest possible time**.
- The **best interests of the child** take precedence over all other considerations.

Approach and Techniques

- Techniques rely on **biomechanical efficiency** rather than physical strength, ensuring no party suffers injury or extreme discomfort.
- Protocols are in place to **reduce the duration** of interventions, including offering **choices at regular intervals**.
- The introduction of a **new, uninvolved staff member** often serves as a positive turning point, removing the perceived or real focus of anger.

Incident Reporting and Follow-Up

- Parents/carers are informed **as soon as practicable on the day** of the incident. The antecedent, behaviour, and consequences are discussed.
- A **Report of Positive Handling** form is completed within **24 hours** by the lead staff member and countersigned by other staff present.
- Additional forms may be completed if the incident requires further detail.
- Reports are available for inspection by the child's parent/carer and social worker upon request.

Monitoring and Review

- Each report is reviewed and signed off by a member of the **Senior Leadership Team** and stored centrally.

- Reports are **analysed termly** to identify patterns, triggers, and strategies to reduce incidents.
- A **named Safeguarding Governor** (usually the Chair of Governors) monitors these records at least termly.

Anti-Bullying and Be Kind Strategy

Bullying is a serious form of disruptive behaviour with potentially **long-term and deep-rooted effects**. It can take many forms, including:

- Name-calling and teasing
- Physical abuse and intimidation
- Extortion and serious physical assault
- Racial or sexual harassment — both of which are particularly harmful and unacceptable

The school has a **separate Anti-Bullying Policy** and follows the **Local Authority protocol** for incidents of racism, alongside a formal **complaints procedure** for students.

Prevention and Positive Culture

Furrowfield School actively promotes a culture of kindness and respect through:

- The **Be Kind Initiative**
- Membership of the **BIG Group**
- Implementation of our **Be Kind Strategy**
- Recognition as holders of the **National Bullying Intervention Award**

These initiatives reflect our commitment to **preventing bullying, addressing incidents promptly**, and **supporting all students** to feel safe, valued, and respected.

Parent and Carer Engagement

Furrowfield School values strong, positive partnerships with parents and carers as an essential part of supporting student progress and wellbeing.

- **Regular Contact:** Once a student is enrolled, parents/carers are contacted on a regular basis — at least **half-termly** — to share positive news and work collaboratively on any concerns
- **Parent/Carer Afternoon:** Scheduled in the school calendar to provide updates on how each child has settled in and to discuss progress
- **Ongoing Communication:** Staff, particularly tutors, maintain regular and constructive communication with students and their families, with a focus on **attendance and behaviour**
- **Open-Door Approach:** Parents/carers are encouraged to visit the school at any time if they wish to raise an issue or discuss their child's education.

Accessibility and Support

Given the wide geographical catchment area, the school will **organise and fund transport** for parents/carers who require it to attend:

- Multi-agency meetings

- School events
- Open evenings
- Other key appointments

This commitment ensures that all parents and carers can actively participate in their child's education and in the wider school community.

Staff Induction and Professional Development

All new members of staff receive a **comprehensive induction** to ensure they are fully familiar with the **ethos, values, and procedures** of Furrowfield School. Training and development are closely linked to each staff member's **Performance Management objectives** and **career aspirations**, and are delivered through:

- **Continuous Professional Development (CPD)** opportunities
- The **School Advancement Plan**, which aligns individual growth with whole-school priorities
- Access to **National College** training resources
- Specialist CPD from targeted external providers

This approach ensures that all staff maintain **up-to-date knowledge**, develop their professional skills, and contribute effectively to the school's ongoing improvement.

Summary

The ethos of the school is central to establishing and maintaining high standards of behaviour through the following:

- **High Standards Through Clear Expectations**
Students are given a clear framework of acceptable behaviour, attitude, and conduct. Staff model these expectations through their own high standards, quality of work, and respectful relationships with colleagues and students.
- **Culture of Respect and Support**
Mutual respect underpins all interactions, creating an environment where students feel valued and supported.
- **Commitment to Continuous Improvement**
The school regularly assesses, evaluates, and adapts its practices to maintain high-quality education. The motto "**Together We Succeed**" reflects the collaborative approach to achieving excellence.
- **High Expectations in a Supportive Environment**
Behaviour standards are nurtured in an empathetic, trauma-informed setting that enables students to achieve academically and maximise their life chances.