



The Fernwood School

High Achievement with Care & Discipline for All

BEHAVIOUR FOR LEARNING POLICY

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Head of Key Stage 3 and Head of Key Stage 4

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‘High Achievement with Care and Discipline for All’

The school motto underpins the ethos and structure of The Fernwood School.

At The Fernwood School we believe each individual child has the right to feel valued and respected so that they all have a real sense of ‘belonging’ in a cohesive caring community. All members of the school are expected to help and maintain an atmosphere conducive to learning with mutual respect, consideration, tolerance and understanding for each other. This endorses the agenda that every child has an entitlement to achieve their potential in a safe and secure environment.

The school’s ethos supports the premise that the establishment of a good teacher/student relationship is crucial to working effectively with all students. Teaching which exhibits differentiation, trust and effective classroom management is imperative in enabling every child to reach their full potential of academic achievement and personal development.

Our expectations extend to all aspects of curricular and non-curricular time. This will include all supervised and unsupervised time; offsite activities; travelling to and from school and in any situation where a student may be judged to be a representative of The Fernwood School.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Head Teacher, staff and parents/carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to parents/carers and students, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of all students and staff.

The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures. The Head Teacher in conjunction with the Governing Body and teaching staff will also ensure that the concerns of the students and parent/carers are listened to and appropriately addressed.

All staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a significant responsibility, with the Head Teacher for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Parents/Carers

The school will continue to encourage parents/carers to work in partnership with the school to assist it in maintaining the highest standards of behaviour and attendance.

Parents/Carers are expected and supported to take responsibility for the behaviour of their child both inside and outside of school.

The relationship between home and school is pivotal to the successful development of their child’s academic and emotional development. It is therefore essential that parent/carers reinforce the school’s Behaviour for Learning Policy and the disciplinary authority of the school by:

- 1) Reading, supporting and signing the Home School Agreement.
- 2) Sending their child to school each day punctually, suitably clothed, equipped and ready to learn.
- 3) Helping to ensure that their child follows all instructions by school staff and adheres to school policy and rules, and the code of conduct.
- 4) Working with the school to support their child’s positive behaviour.

In the event of a parent/carer needing further information regarding their child’s behaviour or learning, they should contact the relevant Head of Year either by phone, letter or email.



In the case of a serious emergency, telephone contact needs to be made with the school. Every effort will be made for the relevant member of staff to return your call within the working day to make appropriate arrangements to resolve any problems/issues. We ask that parent/carers should not arrive unannounced at school asking for a meeting, as it will not be possible to see the relevant member of staff without an appointment.

In the very exceptional and unlikely event of a parent/carer acting unreasonably, for example, being violent, verbally threatening or abusive when visiting school, they may be banned from the school premises and liable to prosecution.

Students

Students are supported to embrace the ethos of the school. This enables them to work together in developing a safe, cohesive community in which all students strive to reach their full potential academically, socially and in their role as future adult citizens.

All students accept and understand the School Code of Conduct to help them develop a sense of shared ownership for good behaviour throughout the school. They take responsibility for their own behaviour and are fully aware of school policy, procedure and expectations. Students are responsible for reporting any incidents of anti-social behaviour immediately to staff.

Students agree to:

- Arrive at lessons and school on time; suitably clothed and fully equipped for each lesson
- Follow instructions given by all school staff, adhere to school rules and accept sanctions in the appropriate way
- Act as ambassadors for the school when off school premises
- At all times show respect to school staff, fellow students, school property and the school environment
- Not bring inappropriate or unlawful items into school
- Cooperate with and abide by any arrangements put in place to support their behaviour/ learning such as Class Teacher support, Form Teacher support, Faculty or School Detentions, Pastoral Support Plans, Behaviour Intervention Programmes or allocation of a Mentor or work with our Pastoral Practitioners.
- Keep their parent/carer appropriately involved in their life in school

Uniform

The Fernwood School insists on school uniform being worn to help promote a strong school identity. This helps to support equality and integration, whilst promoting harmony amongst the different groups represented in school. Other reasons include:

- Health and Safety – safe clothing in labs or workshop
- Jewellery also presents safety issues so it is not worn
- Security – to maintain good order and identify intruders more easily
- Protection from peer pressure – ensuring students are not compelled to adopt particular, often anti-social, dress codes

In the unlikely event where a student arrives in school in the incorrect uniform (without an exceptional circumstance), they will be out of circulation at break and lunchtime on that same day. Swift discussions with the student and/or parents will aim to resolve the uniform situation on that same day/within 24 hours if possible. All students are issued with a uniform card to carry at all times so that any uniform issues can be picked up immediately and resolved consistently by all staff.

Promoting Good Behaviour to Achieve Success.

We will do this by:

- Having high expectations of all students through a consistency of approach between teachers, faculties and support staff
- Be actively committed to the needs of each individual child by meeting their educational, social and behavioural needs, including identifying and implementing individual support health packages. This applies particularly for students with disabilities or social, mental, health or emotional needs
- Contributing to the development of a safe, caring and intellectually stimulating environment where the students can be ambitious to learn and achieve



- Equipping students with the appropriate personal, social and academic skills in their transition to Further Education or the 'world of work'
- Developing an understanding and respect for each other's uniqueness, to foster a cohesive school and the wider community
- Student voice – giving opportunity to the students to discuss their life in school using specific activities such as Personal Development to effect positive change where and when necessary

Rewards

Everyone in school works hard to praise students, and recognise and appreciate achievement both in and out of the classroom.

Staff use a range of rewards to encourage all achievement and promote good and improving behaviour.

We do not underestimate the power of instant positive praise when students respond appropriately and take every opportunity to demonstrate and model respect both in and out of the classroom e.g. working well in a group activity, holding doors open for each other.

- At both Key Stage 3 and Key Stage 4 all staff will use the SIMS electronic Achievement/ Behaviour Monitor system and e-praise website to acknowledge immediate achievement, effort, progress and high standards in a lesson, as well as reward sustained effort, outstanding progress or collaboration over a series of lessons
- Staff will award Fernwood Award points which will link directly to the Whole School Fernwood Award at Bronze, Silver and Gold levels depending on the Year Group students are in. Students will collect award points under 6 key areas: My Learning, My Progress, Citizenship, Getting Involved, My Well-being, and Teamwork
- Through the e-praise website staff may also reward whole class/whole year group achievements through allocation of a "bulk award"
- This whole school system will be endorsed by all staff across the school and is further enhanced by Pastoral Team Leaders as well as Curriculum Team Leaders and Heads of School through termly achievement/celebration assemblies with appropriate curriculum and pastoral rewards and accolades
- Through Achievement Assemblies Pastoral, Team Leaders will therefore regularly acknowledge and celebrate achievement. Information will be collated and acted upon from all sources of school life e.g. curriculum success; sport, music, drama, citizenship, extra-curricular and community achievement/success
- Senior Leaders will also regularly visit lessons and assemblies, particularly for their link year group and are invited to lessons to present prizes/certificates and/or watch individuals or groups perform
- Attendance is regularly monitored and rewarded – initially through instant positive praise from Tutors and Pastoral Team Leaders and also through termly accreditation. Pastoral Team Leaders will make specific reference to student attendance in their celebration assemblies at the end of each term.
- Letters/post cards/phone calls home are also used to congratulate students for achievement – therefore keeping parents/carers fully informed
- The Head Teacher will use a variety of methods to celebrate success/achievement across the school. For example, personal interviews; celebratory assemblies particularly Year assemblies; as well as personal prizes and awarding Fernwood achievement points and accolades.
- Outside Agencies will also often acknowledge positive contributions of the students. These are celebrated by the school e.g. Senior Citizens Party, Foreign Exchange Programmes, off site visits, sporting accolades



- At KS4 students are encouraged to become school prefects and demonstrate their Leadership qualities across the school. They are rewarded with points towards their Fernwood Award - for example for supporting the smooth running of whole school events such as Parents' Evenings, Open Evenings, Options Evenings.
- Students are actively encouraged to share and celebrate success, and take pride in their achievements across every part of their lives. Students have an Out of School activity card on which they can log commitments/activities that they take part in outside of school. These activities will then be verified and points allocated towards The Fernwood Award

Staff Responsibility Regarding Behaviour Management

- It is the ultimate responsibility of each individual member of staff (teaching and non-teaching) to make sure students behave respectfully and appropriately both in their classroom and around school
- In promoting good behaviour classroom staff should apply a wide range of strategies to resolve issues successfully

These include:

- Quality first teaching to avoid behaviour issues
- Dealing with the student behaviour rather than stigmatising the child
- Using sanctions in a calm, controlled and consistent manner – Fernwood C system and Behaviour Feedback Loop
- Avoiding early escalation to severe sanctions
- Making relevant 'reasonable adjustments' for individual students particularly SEND students
- Using sanctions to help students put right harm caused.
- After a behaviour issue and the use of an appropriate sanction/action allow the student a 'fresh start'
- Educating students to learn from their mistakes and implement strategies to improve behaviour
- Contacting parents/carers
- Using the Behaviour Feedback Loop to deal consistently with any behaviour concerns. Staff will close the Behaviour Feedback Loop by having a restorative conversation using our 5 Restorative Justice questions to ensure the student fully understands how to move forward after a serious issue/sanction.

We will not

- Give whole group sanctions –for example, punishing the innocent as well as the guilty
- Use a sanction to humiliate or degrade a child
- Give lines
- Send students to stand outside the teaching room for more than 2 minutes. If longer is needed student should be referred to the Faculty Team Leader or the Pastoral Team Leader.

Lines of Referral

It is important that each individual member of staff follows the correct and appropriate system of referral.

When all classroom and faculty strategies have been exhausted ongoing difficulties need to be discussed with the appropriate Tutor, Head of Year, Head of School/Key Stage, and Senior Leader Link for the Year Group.

Discussion with Head of Faculty and/or liaison with Head of Year/Tutor may result in one or more of the following strategies being put into operation.

- Faculty/class teacher detention/sanction
- Faculty/class teacher report
- C3 Detention – must be sanctioned by Heads of School/Senior Leader links
- Report card issued – monitored by Tutor, Head of Year or Heads of School
- Behaviour Support involvement – student taken off timetable
- Parent/Carer meeting
- Allocation of Learning Mentor when appropriate/support from Pastoral Practitioners

At any of these stages Parent/Carer would be notified and possibly invited into school to discuss the situation with their child.



- Discussion re-student moving group or class (temporarily/permanently)
- Fixed-term exclusion/time in our Internal Exclusion Room
- PSP implemented
- CAF process begins
- Alternative Curriculum provision
- Meeting with Governor/s
- Managed Move/discussions at Fair Access Panel
- Permanent Exclusion

In the extreme and highly unlikely situation of a very serious situation occurring in the classroom, Heads of School and/or Year Heads will be contacted immediately

Students with special needs and/or social, mental, emotional needs (formally SEND students)

Staff have a responsibility to read the School's SEND policy. They will therefore be fully aware of students' learning and/or social, mental health, emotional needs and will plan their lessons accordingly.

In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND students.

In exceptional situations staff may feel that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty. Staff must seek advice from the SEN team or the Behaviour Management Team.

In response to students who present significant needs and may need outside agency support the school will contact parent/carer and ask permission for a CAF to be instigated to access all the relevant professional support.

School Sanctions - Legal responsibilities of Disciplinary Sanctions

The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students outside of school, for example on a school trip at home or abroad where poor behaviour may result in the student being sent home at his or her parents'/carers' expense. Where reasonable, poor behaviour by students on the way to or from school, or that is likely to affect the safety of other members of the school community will be dealt with by the school.

At The Fernwood School the purpose of sanctions is to promote positive behaviour and where necessary modify unsatisfactory behaviour.

Staff will apply sanctions fairly, consistently, proportionately and reasonably taking account of special needs, disability and the needs of vulnerable children and offering support as appropriate.

School Detention – *The Education and Inspections Act (2006) gives statutory powers to put students under the age of 18 years in detention without parental consent after school sessions, and some weekends and non-teaching days. There is no obligation to give parents notice of the detention but the school will always make every effort to inform parents/carers. This can be done via the school detention slip; school planner; phone call; text message or email (if parent/carer has given permission for the use of e-mail).*

Detention at The Fernwood School is a serious sanction and must not be used indiscriminately.

Homework:

In order to achieve their very best students are expected to get into good habits and routines in order to complete homework. Extensive provision exists across the school to provide support to enable students to complete homework. These include: specialist help from subject staff and departments at break and lunchtime/ Voluntary Homework Clubs



on Tuesday/Wednesdays/Thursdays, SEND and Literacy support, and Compulsory Homework Club. Staff will also use Google Classroom to communicate with students about homework set.

Homework Detentions:

If homework is not completed this will be followed up by individual tutors and class teachers and through Faculty and Pastoral Leaders. Class teachers will use the C system to follow up homework issues (they may issue a C1 or a 40 minute homework detention in the first instance) If issues are more persistent staff may use a C2/C3 detention where necessary to follow up homework issues. Wider discussions with Faculty Leaders and Pastoral Leaders may be needed to look at home learning support and intervention if the issue becomes more serious. All staff are committed to supporting students to achieve their full potential supported by being successful home learners.

School Detentions must be sanctioned and discussed with the appropriate Heads of School.

- **C1** - 15 Minutes detention served with class teacher or form tutor
- **C2** - 1 hour Faculty Leaders/Pastoral Leaders Detentions. These will be discussed/sanctioned with the appropriate Faculty Team Leader/Pastoral Team Leader
- **C3** – 2 hours Senior Leader Detention. Will be discussed/sanctioned with the appropriate member of the Senior Leadership Team.

C2s/C3s – All staff will keep parents/carers fully informed. All staff will use the Behaviour Feedback Loop form (BFL) including a restorative conversation (using our 5 Restorative Justice questions) to make sure all students know how to move forward after a serious issue/sanction.

In the unlikely event that a student fails to attend a C3 SLT detention they will spend time in the Internal Exclusion Room the following day.

Internal Exclusion Room (IER)

The Internal Exclusion Room will be used to support students requiring a more serious sanction beyond a C3 detention. In this case, students will be issued with an Internal Exclusion. Parents carers are kept fully informed and may be requested to attend a meeting in school. Students in IER finish an hour after the usual school finish time - 4.10pm.

Fixed Period Exclusions

FURTHER or more SEVERE misbehaviour both on and off the school site may bring formal exclusion procedures, the school follows government guidelines.

Fixed term exclusions are given by the Head Teacher and in their absence the Deputy Head Teacher or a Senior Leader.

Certain kinds of behaviour are so serious that they carry a risk of fixed period or permanent exclusion. These are usually matters which threaten the security and well-being of all or part of the whole school community.

a) The following would be some examples:

1. Serious actual or threatened violence against another student or member of staff, or against the school as a whole.
2. The use of threatening or abusive language.
3. Sexual, racial, homophobic or religious abuse or assault of a student or member of staff.
4. Involvement with all drugs or substances alleged to be drugs (see Drugs, Alcohol and Tobacco Policy for definition of drugs), which include for example:
 - bringing a substance onto the premises



- supplying or offering or arranging to supply a substance for another student
 - one student asking another to procure a substance for another student ie, vape pens/vape oils
 - bringing alcohol, cigarettes, matches, fire lighters or fireworks onto school premises. (Smoking/vaping in any part of the school building/premises is against the law)
5. Carrying a weapon, potential weapon or imitation weapon.
6. Serious damage to school property.
- b) Other kinds of behaviour which if confined to an isolated incident, might merit a lesser penalty will be regarded as far more serious if repeated after previous action/warnings have been taken. As such, they could lead to further fixed term or permanent exclusion. Examples:
- Disruption of classes
 - Rudeness to or intimidation of staff or fellow students
 - Bullying
 - Refusal to wear correct school uniform

In the event of a serious incident occurring in school it may be necessary to remove a student from class. They would be taken to the Internal Exclusion Room. This would enable the incident to be fully investigated and all parties involved making written statements.

Discussion would take place with relevant senior staff. The final decision regarding sanctions of fixed or permanent exclusion is made by the Head teacher and Governing Body. Parents/carers are kept fully informed of all proceedings.

Fixed term and Permanent Exclusions

The school's responsibilities:

- During the first 5 days of any exclusion, the school will set work for the student.
- From day 6, an excluded student must receive full-time education provided by the school, if the exclusion is fixed term, or by the local authority if the exclusion is permanent.

Parents'/Carers' responsibilities:

- During the first 5 days of an exclusion, parents/carers must ensure their child is not in a public place during school hours without good cause. Parent/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement.
- From day 6, parents/carers must ensure that the student attends full time education by a designated provider.

Practice

- After the 5th day of an exclusion students may be educated in school – in isolation, possibly in the Internal Exclusion Room or at one of our partner schools. The student would need to attend for a minimum of 5 hours. The times of attendance would be negotiated with parent/carers at the time of the exclusion.
- In some situations a student could be educated off site – at another school or at a venue provided by the Local Authority and agreed with relevant staff.

At the end of a fixed term exclusion the parent/carer will be asked to join a Senior Member of staff and their child to discuss a re-integration package, including any strategies that may need to be put in place both by the parent and the school to help the student avoid getting into similar difficulties.

FIXED PERIOD EXCLUSION

1 – 5 School Days

- For a first fixed period exclusion and for the majority of the school's exclusion, 1-5 days will often be appropriate.



5 – 15 School Days

- A single exclusion which exceeds 5 school days reflects very serious concern.

More than 15 School Days

- Fixed period exclusion of this duration would be used rarely.
- There would be a clear plan for reintegration.

Up to 45 School Days in a School Year

- This is the total aggregated maximum number of days a student can be out of school and NOT issued for one exclusion.

Any student who receives a number of fixed term exclusions is in serious danger of being permanently excluded.

Managed Moves

Where a student is in danger of Permanent Exclusion a Managed Move to another school may be considered as an alternative to avoid this final sanction.

Reasonable Force

In very rare situations and when all other alternative strategies have been exhausted staff are empowered to use 'reasonable force'. A number of staff are trained to use reasonable restraint, these are key Pastoral staff ready to support should this be needed.

Parent/carers acknowledge the school's power to use reasonable force when they sign the Home School Agreement.

Searching Students

The Violent Crime Reduction Act (2006) gives staff the right to search students for offensive weapons. It is obligatory for staff to give Police any evidence discovered during a search. This might include drugs.

At The Fernwood School this would only be done by the Head Teacher or a member of the senior leadership team at his request.

'Reasonable force may be used in exercising the statutory power introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by section 242 of the ASCL 2009, to search students without their consent for weapons'

However, where resistance is expected staff may judge it safer to contact the Police.

From September 2010 the power to search students without their consent was extended to include alcohol, illegal drugs and stolen property. Any search will be conducted in the presence of another member of staff.

Bullying

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at The Fernwood School.

If bullying is suspected or reported, the incident will be dealt with immediately following the school's referral system. Sanctions will be applied dependent on the severity of the incident – this may include fixed term exclusion and in very extreme situations permanent exclusion.

Victims will be supported in school to help restore self-esteem and confidence. This may mean continuous support being offered.



Those responsible for any bullying behaviour will receive support in changing their behaviour. Parent/carers of both the bully/bullies and victim will always be informed and kept updated with events and actions to resolve the situation.

Cyber Bullying Definition

This is defined as 'the use of Information and Communications Technology (ICT) particularly mobile phones and the internet to deliberately upset someone else'.

This can include harassment, threats and insults. Like face to face bullying – cyber bullying is designed to cause distress and harm.

Mobile Phones

'Mobile phones can be confiscated in schools if they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti bullying policy (EIA 2006)'.

In 2009 the Education Minister has advised schools that mobile phones should not be allowed in school.

Mobile phones are not allowed in The Fernwood School – reasons include:

- Security – mobile phones can be lost or stolen causing students, parents/carers distress. Staff would need to use valuable time investigating an incident of lost/stolen phones
- Health and Safety issues – most phones have a camera facility. Inappropriate photographs e.g. P.E changing rooms could quickly be sent to the internet causing huge embarrassment to the victim
- Lessons could be disrupted by the inappropriate use of a phone
- All Exam Boards prohibit the carrying of phones into examination rooms due to the potential for fraudulent use

If a parent/carer has a need for information/communication to be made regarding their child in the course of a normal school day, they should contact the school office. However, there may be some exceptional circumstances where a student may need a mobile phone eg off site visit. In this instance parents/carers will provide a written note to the Head of Year. If students are found to have a mobile phone without consent, the phone will be confiscated and put in a secure area. The parent/carer will be contacted to arrange collection.

In very extreme situations, where a member of staff reasonably suspects that a student may be involved in cyber bullying, the Head Teacher or a senior member of staff can ask a student to reveal a message or show the content of the phone for the purpose of establishing if bullying has occurred. Where a student refuses to comply with this reasonable instruction a disciplinary sanction may follow.

Cyber Bullying – Internet

The inappropriate use of the internet both inside and outside of school will not be tolerated.

If a child uses ICT facilities in school in an inappropriate manner sanctions will be used. This may include the child no longer being given access to school computers possibly for a fixed period of time. (This could have a negative affect on their ability to access the curriculum).

In very serious situations the Police would be contacted. Parents/carers will always be informed.

The Education and Inspections Act 2006 (EIA 2006) states – 'Head Teachers have the power to such extent as is reasonable to regulate the conduct of students when they are off site or not under the control or charge of a member of staff.'

Internet use outside of school should be monitored carefully by parents/carers.

Parents should be aware of some of the following problems arising:

- That children are at risk of 'internet grooming' through inappropriate use of social chat rooms
- In the confines of their own homes students can feel more able to send messages of an intimidating or inflammatory nature. These can then be shared with many other students adding to the harassment and the



bullying escalating. If this occurs the school will respond and take very serious action including the use of sanctions to prevent this continuing.

Abuse or Intimidation of Staff

- Any misuse of ICT with regards to the intimidation or abuse of staff will also be dealt with very seriously and sanctions applied. The Police may be informed.

Victims will be fully supported. Parent/carers of both the victim and perpetrator/s will be kept fully informed about the events and the actions taken to resolve the situation.

Racist or Homophobic Incidents

Racism or homophobia in any form is unacceptable and will not be tolerated at The Fernwood School.

All racist/homophobic incidents will be dealt with immediately, following the school's referral system. Sanctions will be applied depending on the severity of the incident – these can include fixed term exclusions and in very extreme situations permanent exclusion.

Heads of Key Stage 3 and 4 keep a log of each incident and follow-up actions. These are forwarded to the Local Authority.

Internal Exclusion Room and Learning Mentors and Pastoral Practitioners

The school makes effective use of the Internal Exclusion Room (IER) and Learning Mentors. Essentially the IER is used to reduce exclusions and to provide a positive response to identified challenging behaviour; learning mentors and Pastoral Practitioners are used to help the students who have barriers to achieving their potential.

In all cases there are strict referral procedures involving the Heads of School, the Learning Support Manager and the appropriate Pastoral Team Leader.

Pastoral Support Plan (PSP)

These are aimed at students who do not respond to action plans and strategies used by the school to date. The principal purpose of the PSP is to clarify what is to be done in the immediate short term to help the student to make progress.

Although the PSP is our school-based intervention to help individual students manage their behaviour we will always attempt to enlist the support/advice from external agencies where appropriate.

The programme, which sets targets broken down into fortnightly tasks, will be agreed with parents who will be regularly informed about their child's progress.



The Fernwood School Code of Conduct

The Fernwood School has a well-developed system of care for students. The support of students is an essential part of the development of the individual in the school.

ATTITUDE

Perform to the best of your ability.

Come to school with a positive attitude.

Be aware of the consequences of your actions.

RESPECT

Respect others, their opinions, their privacy and their property.

Care for the environment in and around school.

Show respect and common courtesy to all members of the school.

Respect the achievements of others: everyone has the right to achieve.

BEING FAIR

Listen carefully to everyone's views and opinions before making judgements and assumptions.

Everyone has the right to speak and be heard even if their views are different from others.

