



BEHAVIOUR POLICY

Contents

1. Three things to remember
 2. Our Behaviour policy – Introduction
 3. Finham Park School code
 4. Some advice on Behaviour
 5. Rewards and celebration
 6. Choices system
 7. Detentions
 8. Behaviour pyramid
 9. Confiscation
 10. Uniform
 11. Equipment and Planners
- Use of force (link to DfE guidance)



Appendix

1. **Refocus room procedures**
2. **Exclusions**
3. **Senior Teacher Review Level D**
4. **Governors Disciplinary Meeting Level F**

Three things to remember about ensuring the good behaviour of our students:

1. **Be consistent**

Follow our agreed procedures - it affects everyone- don't turn a blind eye to students breaking the Finham Park School code.

2. **Be positive**

Reward students and tell them why! Students will work better for you if you are positive with them - use Star Stickers, Feel Good Friday calls, postcards etc

3. **Relationships are vital**

Working hard to have good relationships with students is essential if they are to do as you want - it's worth the hard work!



Our Behaviour Policy

1. Introduction

It is important that every school has a Behaviour Policy which will reflect the school's recognition of the duty of care placed on the Local Authority by the Children Act, the duty of care of teachers set out in the School Teachers' Pay and Conditions Document; their duty to act *in loco parentis*, and the responsibilities placed on the Headteacher and staff to take a lead in defining the aims of the school in relation to standards and behaviour, and to ensure the agreed standards are consistently applied throughout the school.

2. Key features of Finham Park's approach to Behaviour Management

As policy has developed in recent years, certain key features that have emerged and have been positively encouraged by all of the Governors, staff, parents and students:

- (i) Policy will always reflect the School Aims that, "Finham Park School will be a caring community in which:
 - ✓ there is a sense of pride, respect and responsibility
 - ✓ every individual is held in high esteem
 - ✓ there is a business like and purposeful atmosphere which is conducive to each individual achieving as high a standard as is possible in all areas of the curriculum
 - ✓ sensitivity, tolerance, self-discipline, respect and goodwill towards others are encouraged in all and are exemplified in the day to day life of the school
 - there is access to equal opportunities for all

- (ii) Policy will always reflect an approach in which Governors, staff, parents and students work together: guidelines on behaviour policy can never be mutually exclusive to any one of these groups. All stakeholders contribute to policy development:

- (iii) Policy on Behaviour cannot be divorced from Curriculum Policy and its delivery, nor from policy on overall school management. We aim for an integrated whole school approach.



3. The Aims of the Behaviour Policy

1. To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for teaching and learning, foster appropriate rather than inappropriate behaviour and to protect the environment.
2. To manage student behaviour as effectively as possible in order:
 - a. to develop students' ability to exercise self-control;
 - b. to encourage students' to take **responsibility** for and be accountable for their own actions;
 - c. to raise their awareness that actions and choices have consequences;
 - d. to provide them with opportunities to take **pride** and demonstrate positive abilities and attitudes.
3. To promote mutual **respect** amongst members of the school community in order to foster awareness that people can only live and work together effectively where this exists.
4. To promote firm action against all forms of bullying in order to ensure the happiness, safety and general well-being of all members of the school community.
5. To foster a shared sense of community in order to demonstrate that negotiation and consultation are a necessary part of managing behaviour and resolving conflict.
6. To assist and support staff in identifying challenging behaviour which may be an indication that something is wrong at home which warrants further investigation.
7. To ensure that school and home, work together to encourage appropriate behaviour.
8. To keep to a minimum the occasions when it is necessary to exclude students from school.
9. To ensure that the majority of students are protected from the consequences of the antisocial behaviour of a minority.
10. To ensure that at all times staff feel supported in their efforts to maintain high standards of behaviour.
11. To ensure that the school maintains its reputation and good name in the local community and beyond.



The Behaviour Policy

The following pages contain straightforward procedures and protocols for both rewards and sanctions, as well as other areas relating to students' behaviour.

Finham Park School Code

Our School Code of Behaviour has been established in consultation with students and staff in the summer 2013. This represents our core expectations of good behaviour:-

The 5 rules for learning are;

1. **We respect everyone's right to learn**
2. **We listen to staff and follow instructions straight away**
3. **We bring the right equipment for learning**
4. **We listen to other students**
5. **We respect the school environment**

Some advice on behaviour

1. Stick to routines- be consistent
2. Challenge unacceptable behaviour positively –
"You should be working quietly" YES
"You are too noisy" NO
3. Pupils should only be called on to answer when their hand is up or you choose them by name
4. Be positive with pupils
 - a. "Well done", "I'm really pleased with you"
 - b. Call home and tell parents
 - c. Give Star Stickers / Feel Good Friday phone calls



5. Have a clear focus at the start with time limits
6. Be aware of the class – always watch the class, never turn your back!
7. Move to where there is disruption –but Don't ignore the good students!
8. Tackle the little problems e.g. nail varnish, no planner
9. Take pupils out for 'a chat' – don't 'have a go' – tell them what you want them to do and why
10. Let them leave a table at a time – when they are silent (at the end)

Rewards and Celebration

Rewarding students effectively is the main way to teach students what types of behaviour are valued and productive so students can modify their behaviour and emulate and repeat good learning behaviours.

The following are some strategies for rewarding students. Some of these must happen regularly and some are at the professional discretion of staff.

Star Stickers:

How to get Star Stickers?

To get Star Stickers students must show Learning behaviour which is above the normal and general expectation.

Staff should:

- ✓ usually award stickers to between 1 and 5 students each lesson
- ✓ avoid 'blanket' awarding of stickers
- ✓ only award one sticker at a time for each student i.e. avoid giving multiples of stickers
- ✓ inform the student about why they have been rewarded.



Year 7 & Year 8

Star Sticker Benchmark	Reward
15	Letter home
30	2 nd letter home
50	Bronze Award – Certificate and Bronze Badge
90	Silver Award – Certificate, Silver Badge, Silver Pen, VIP Lunch Pass
120	Gold Award – Certificate, Gold Badge & VIP Pass
150	Platinum Award – Certificate, Platinum Badge & £10 Amazon Voucher, VIP Lunch Pass
250	Diamond Badge - Chair of Governors Certificate, 2 week VIP Pass
400	World Class Badge - £20 Amazon Voucher

Year 9 & Year 10

Star Sticker Benchmark	Reward
50	Bronze Award – Certificate and Bronze Badge
90	Silver Award – Certificate, Silver Badge, Silver Pen, VIP Lunch Pass, qualification for end of term trip to Alton Towers
120	Gold Award – Certificate, Gold Badge VIP Lunch Pass
150	Platinum Award – Certificate, Platinum Badge & £10 Amazon Voucher, VIP Lunch Pass
250	Diamond Badge - Chair of Governors Certificate. 2 week VIP Pass
400	World Class Badge - £20 Amazon Voucher

Year 11

Star Sticker Benchmark	Reward
50	Bronze Award – Certificate, Bronze Badge and qualification to attend the Y11 Ball
90	Silver Award – Certificate & Silver Badge & pen, VIP Lunch Pass
120	Gold Award – Certificate, Gold Badge &, VIP Lunch Pass
150	Platinum Award – Certificate, Platinum Badge & £10 Amazon Voucher, VIP Lunch Pass
250	Diamond Badge - Chair of Governors Certificate, 2 week VIP Pass
400	World Class Badge - £20 Amazon Voucher

In addition, no consequences in a half term = postcard worth 10 star stickers



ATL of 3.5 or more following each progress check = postcard worth 10 star stickers

Other ways of rewarding students:

'Feel Good Friday'

During the week all staff should call the parents/ carers of one student to give praise

Send students to Subject Leader, College Leader, Leadership Team with good work

Attitude to Learning Reward Breakfasts

Each term, the students with the top 5 Attitudes to Learning scores in their year group and the 5 students making most progress are invited to Reward Breakfasts

Praise Weeks – at least once a term, the Focus for a Fortnight for staff will be on praise. Staff are asked to put the names of star students onto stars on a staffroom noticeboard.

"You are a Star!" letters are sent home by Pastoral Support Officers.

Postcards- these can be sent out by college and subject areas on an ad hoc basis

Awards

Awards assemblies will take place once a half term. At these assemblies the following awards may be given out:

1. Bronze, Silver, Gold, and Platinum Certificates
2. Attendance awards, e.g. best Mentor Group each week/ term / year, 100% attendance
3. Punctuality awards -100%
4. Mentor awards -2 max- usually 1 male and 1 female
5. College Leader awards- 2 max- usually 1 male and 1 female
6. Progress awards- top 2 students from progress check

Awards Evening - SSCOS



This will take place annually. It will involve all year groups 7-13, including former Year 11 and Year 13 from the previous academic year.

Choices System in Brief

The system is in place to allow all students the right to learn and take **responsibility** for their learning.

Application of the Choices System

Informal warning and reminder of expected behaviour.

Choice 1 (C1): Warning from teacher of how behaviour is not acceptable and its effect on learning. Remind of expected behaviour. Record on board with students initials

Choice 2 (C2): 2nd warning and reminded of expected behaviour; teachers should pre-empt further misbehaviour by e.g. moving a student, time out.
Record on board with students initials

Choice 3 (C3): Teacher sanction- e.g. detention. Record on board with students initials

Choice 4 (C4): Sent to another teacher within subject area— further consequences will apply from the Subject Leader

Choice 5 (C5): Removal to Refocus Room by On Call staff – further consequences will apply

Most students at Finham Park go through the whole of their school career without any of the above.



All Choices from C1 to C5 must be recorded on PARs. Students must be reminded of expected behaviour when a C1 to a C3 is issued.

C4 Fourth Choice

Teacher / Mentor will :

- explain why their behaviour is inappropriate and that they have received a C 4 and therefore will be removed from the classroom to learn elsewhere
- The student is sent with work and escorted by a trustworthy student to another member of staff according to **departmental C4 rota**

Rota Teacher will:

- remind student of the behaviour expectations
- warn them that if they **choose to misbehave** they will receive a C 5 and therefore they will be taken to learn in the Refocus Room and will receive further Sanctions,
- **Subject leader** should follow up by communication home, e.g. phone call, posted Notification of C4 Letter.
- **Subject Leader** ensures that a Restorative Meeting between student and staff takes place before the next lesson.

C5 Fifth Choice

C4 Departmental Rota Teacher will...

- explain to the student that he/she will now be taken to learn in the refocus room
- request the On Call staff to escort the student to the Refocus Room
- log incident on PARS/SIMS

On Call Staff will:

- warn them that if they **choose to misbehave** they will spend a longer period of time in refocus or receive a Fixed Term Exclusion
- determine the length of time in the Refocus Room and the likely time of the student's return to lessons
- the student will be in the Refocus room the next day. AHT will decide which students are put in the Refocus room



The Restorative Justice Lead will:

- Ensure the student is aware of what went wrong and the necessary steps required to put the situation right.
- Conduct a restorative conference with the teacher/student if necessary.
- Work through a structured programme of activities relevant to the reason for each student being in refocus. This will be conducted at the discretion of the restorative justice lead.
- Ensure all key information is logged on CPOMS and fed back to College Leaders.
- Inform the relevant Subject Leader to remind them that a Restorative Meeting must take place between the relevant parties before the next lesson

Reintegration back into lessons will only take place when the student has:-

- satisfactorily completed a Restorative Justice Activity to show they have reflected on their poor choices and misbehaviour.
- proved that they are ready to learn and can behave correctly

Should the student choose to continue to misbehave they will:-

- not be sent back into lessons and will continue in the Withdrawal Room
- the On Call member of staff will consult be contacted to determine appropriate further sanctions e.g. receive a Fixed Term Exclusion



Detentions – A Restorative Approach

The Law

- Detention is one of the sanctions schools can use against poor behaviour. The Education Act 1997 gives schools **legal backing** to detain pupils after the end of a school session on disciplinary grounds.
- All schools, have clear legal authority to detain pupils **without the consent of the parent**. This covers both lunchtime and after school detentions.
- Detentions must be reasonable and proportionate to the offence. Staff should take account of:
 - any Special Educational Needs;
 - any religious requirements; and
 - whether the parent can reasonably arrange for a child to get home from school after the detention.

At Finham Park

- Staff should log the detention on PARS for it to be included in whole-school detentions
- All C4s will result in a detention *automatically* unless the subject teacher/ leader specifically requests students do not attend
- Staff will be on a rota to support detentions and expected to attend promptly and for the full duration of the detention
- In most cases homework/ coursework detentions will be set by the class teacher o These detentions can be set before, during (break and lunchtimes) or after the school day.
 - For break/ lunchtime detentions student should have time to go to the toilet or eat/ drink.
 - Detentions during break or lunch should be between 5 and 20 minutes.
- When a student is given a detention the member of staff who gave the detention will then collect the student the following day from A32 to have a restorative conversation with the student.



- Activities during detentions must be aimed at making up lost learning or being restorative and/or reflective, e.g. doing work not completed in a lesson, doing a “punishment that fits the crime”; a reflective activity; or community service e.g. for a C3 around school
- They must **not** be merely punitive, e.g. copying out rules or doing lines.
- **Whole-class detentions should be avoided**
- Students who are late to school will do a break time detention for 20 minutes the same day. If a student misses this detention they will then do a 30 minute detention the following day after school.
 - Detentions will be logged on PARS.

Procedure

- Staff will log the detention on PARS, the reason will be available for parents to view on insight.
- PARS will send a message home to parents to inform them that a student is in detention. Staff may also give letters to students
- Letters will be available in the staffroom
- Detentions cannot be rearranged by students unless they bring a note from their parent
- Students will be collected during p5 by staff on call if necessary
- Detentions will be in A32 and will, in most cases, be for 30 mins
- Whilst in detention one member of staff will mark if students have attended
- Students will on the whole be collected by the member of staff who set the detention so that a restorative conversation can take place. If this is not possible students must complete homework or any missed classwork.
- Any students that were absent from school will repeat their detention at the next available date.
- Students that attended school and missed detention will be followed up by CLs/LT during p1 on call- e.g. 1 hour detention that night (LT/CL to call home), loss of breaks/ lunch times, withdrawal room.
- PARS will display a message alerting staff to who is in detention that day



C3s around the school site at break and lunchtime

- A student who is found misbehaving around the school site may be issued with a straight C3 and will do a community service detention
- These C3s could be done with the Late Detentions that take place at break. The name of the student must be added to the 'Late sheet' kept in Reception. □ These C3s could also be completed during a lunch period.
- Students must not smoke when in uniform and this includes the journey to and from school. Students caught smoking will be issued with a C3 and a letter sent home. Where necessary time may be spent in the refocus room with the restorative justice lead working on anti-smoking material

Incident Procedure

1. Pastoral Support Staff ensure that student(s) complete a purple Student Statement form
2. Pastoral Support Staff interview student(s), if necessary, to clarify statement and record notes on Staff Interview form
3. Statements to be passed to relevant member of staff – Mentor, Subject teacher/Leader, College Leader, Leadership Team member who is dealing with the incident with possible recommendations
4. PSS to request support from On Call member of staff if necessary, e.g. if seriousness of incident warrants it

Power to discipline pupils for misbehaviour outside the school gate

It applies at any time a student is under the charge of a teacher, including where a student is participating in an educational visit. The power also applies to other staff with responsibilities for controlling pupils, such as teaching assistants. Teachers may also regulate the conduct of pupils when they are off school premises and not under the control of school staff. For example, a teacher can instruct pupils behaving in an unacceptably rowdy manner on a journey to or from school to stop behaving in that way. The teacher could discipline those pupils, as appropriate, on their return to school.



The school can impose penalties on pupils who have misbehaved on the way to and from school, or outside the school gates; or when a child has used the internet or a mobile phone to harass another pupil or staff member outside school

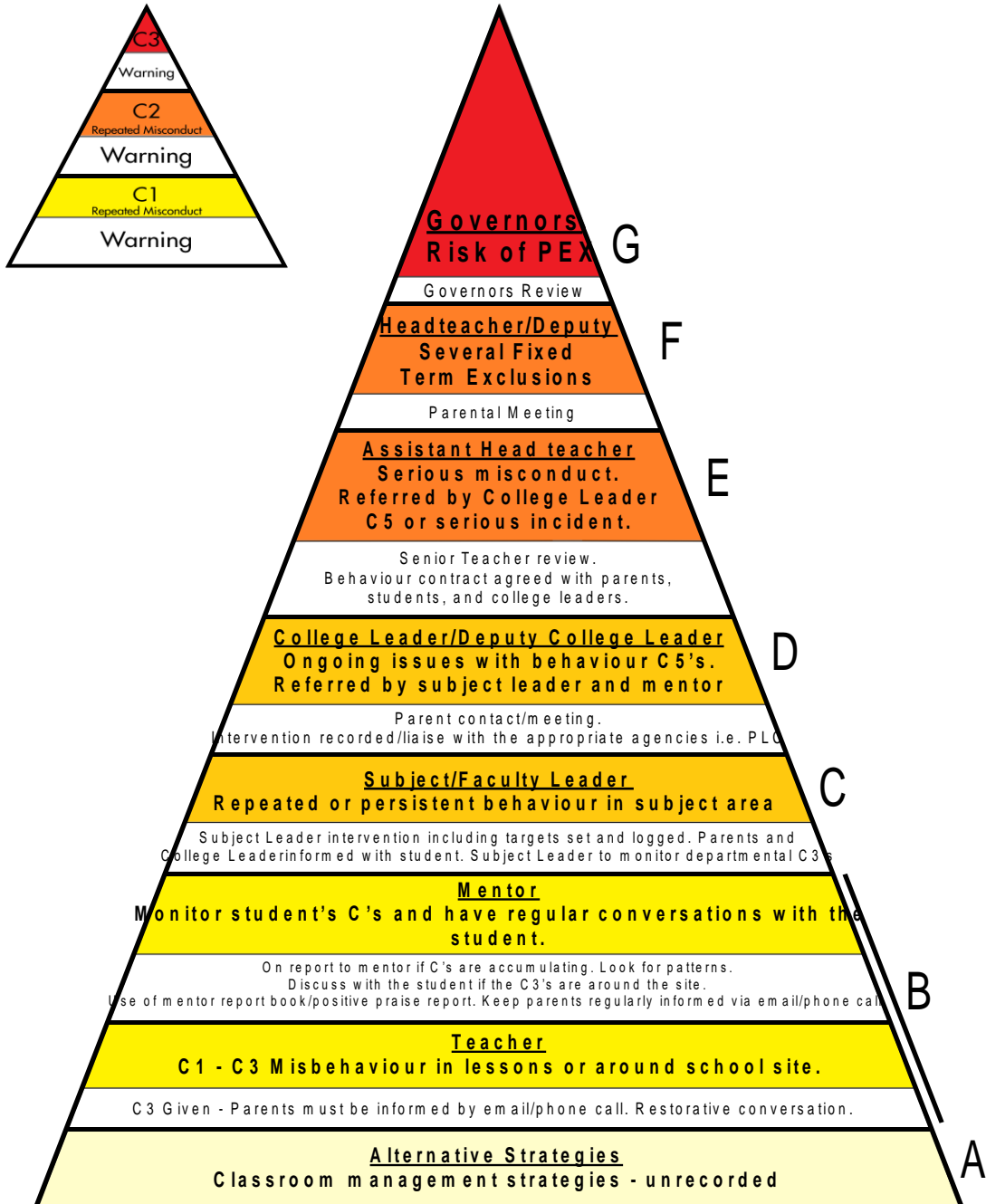
“..behaviour outside school .. e.g, on school trips...is subject to the school's behaviour policy. Bad behaviour ...should be dealt with as if it had taken place in school.”

This is the same anytime outside of school if “..there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupils.”

“The behaviour of pupils outside school can be considered as grounds for exclusion.” DfE



Behaviour Pyramid





Confiscation (including retention and disposal) of inappropriate items

Key points

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Confiscation of inappropriate items: What this means for schools in practical terms

What criteria for confiscation might be used by a school?

These criteria are for individual schools to determine in the light of their policies on school uniform or behaviour generally. They might include:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class
- an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
- an item which is illegal for a child to have: for example, racist or pornographic material;



What to do with confiscated items

- Confiscated items should be handed in at reception for collecting at 3pm.
- For items of obvious value, this would be in the school safe- the item should have students NAME, MENTOR GROUP and YEAR written clearly on the item. All reasonable steps should be taken to make such arrangements secure.
- If weapons or drugs are found on students a member of the leadership team (usually staff on call) should be called for immediately.

Mobile communication technologies

- We advise students not to bring mobile phones into school
- Phones should not be seen at all during the school day, unless a member of staff allows students to use them for learning purposes e.g. calculator
- As students are advised not to bring mobile phones into school, the loss of a mobile phone WILL NOT BE investigated in most cases
- If mobile phones are seen, they will be confiscated (and given to reception in an envelope – with name, mentor group and year written clearly on it) and returned to the student at the end of the day. Students collect the phone from B21.
- During examinations students should give invigilators their mobile phones which will be returned at the end of the exam
- Students using mobile phones to bully other students may be excluded from school and will not be allowed to bring their phone into school
- Confiscation of a mobile phone is legitimate if it is used around site without permission of a member of staff
- Searching and confiscation of any items will be conducted in accordance with DfE guidelines outlined in the document below. This does not require student or parent permission.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyber bullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction.
- The staff member can, however, legitimately issue a consequence for failure to follow a reasonable instruction.



How long should items be confiscated for?

- In most cases, confiscation is a sufficient sanction, and return of the item at the end of the school day is adequate time to reinforce the school rule.
- This also limits the chance of problems with loss of items while in the care of school staff.

There may be some instances when the school chooses not to return an item to the student:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, schools should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
 - Items of value which the student should not have brought to school, or has misused in some way, might, if the member of staff judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed
- Searching students:
- Staff can search students who are suspected of carrying any items not allowed in school. HOWEVER, if at all possible it is usually good practice to inform parents of the search before searching a student
 - A search should ALWAYS be carried by a member of staff of the same gender as the student.
 - Another member of staff should also be present to avoid any accusations from students.
 - However, a student might reasonably be asked to turn out their pockets or to hand over an item such as a personal MP3 player



Uniform

- All staff should deal with uniform issues to ensure consistency
- Mentors must check uniform in mentor time every morning; teaching staff should check uniform as students enter the room. Students dressed in inappropriate uniform are sent to reception.
- Students without a tie or incorrect footwear go to the Pastoral office and collect the correct uniform in exchange for an item of value. Item is returned at the end of the day when the uniform item is returned.
- Students without a blazer will go to reception and collect a replacement blazer in exchange for an item of value. Item is returned at the end of the day when the blazer is returned.
- Students who are significantly out of uniform without a note will be in refocus for the day or sent home to change.
- College leaders or LT will take the decision to place a student in refocus with a note if they believe that the situation warrants it.
- Pictures of perfect uniform are in every classroom to be used as a good example.
- Students who are out of uniform should ask parents to write a note in their planner- however, this does not guarantee students are not sent to refocus or sent home
- The pastoral support officers will send uniform letters when issues arise
- For persistent flaunters of school uniform, mentors should alert their CL for further action to be taken
- For students who still persist in breaking the school uniform rules and therefore the behaviour policy CLs should refer to the member of the LT attached to their college- **Students will be internally excluded (refocus) or fixed term excluded for persistent refusal to follow the school rules on uniform.**
- 'Random' uniform checks to be carried out in mentor time every half term. Students given 2 days to sort out incorrect uniform or will be sent home to change.
- A letter will go home every year informing parents of uniform and will be updated on the school website

If students/ parents/ carers are in doubt about what is suitable school wear they should consult the school website at www.finhampark.co.uk or speak to their child's mentor or college leader.



School Uniform Code

GIRLS & BOYS

<u>Footwear</u>	Black, sensible school shoes , with black sole (no coloured stitching or logos) - <u>trainers or boots are not suitable</u> for school, neither are heels.
<u>Socks</u>	Black or grey socks (also white socks for girls) - coloured socks are not suitable.
<u>Tights (Girls)</u>	Plain black, grey or flesh coloured tights - patterned tights are not suitable for school
<u>Trousers</u>	Plain school grey trousers suitable for school - fashion trousers - jean style, 'skinny' or stretch materials are not suitable for school OR
<u>Skirts (Girls)</u>	Plain grey knee-length pleated skirt - fashion skirts, tight, short or very long skirts are not suitable.
<u>Shirts</u>	Plain white school shirt buttoned at the neck - long or short sleeved
<u>Tie</u>	Navy and gold clip-on tie with college colour
<u>Jumper/ tank top</u>	Navy school jumper/ tank-top with single gold stripe around neck.
<u>Blazer</u>	Navy blazer with Finham Park logo- MUST BE WORN AT ALL TIMES AROUND SCHOOL
<u>Outdoor Coats</u>	Suitable outdoor coat - <u>tracksuit tops, hooded tops, leather or denim jackets are not suitable for school</u> . Outdoor coats must be removed at the start of all lessons, mentor periods and assemblies.



Hats

No hats can be worn on school site apart from navy blue Finham Park hat with logo.

Jewellery

Only one pair of stud earrings can be worn in ears and **one small ring** are allowed - large items of jewellery or other piercings are not suitable for school.

Make-up (Girls)

Years 10 & 11 girls - **discreet** make-up. No nail varnish allowed.

Headscarves (Girls)

Headscarves should be black or dark blue.

Hair

Only small hairclips / hairbands are allowed. **No coloured or extreme hairstyles, including tram lines.** When shaved, hair should be no shorter than a grade 2.

All students need a suitable school bag with all necessary equipment to ensure they are ready to learn. *Mobile phones should NEVER be seen around the school site and will be confiscated if seen.*

Equipment and Planners

Students should be fully equipped for lessons. It is often the case that lack of equipment disrupts lessons from the start. Having Mentor Time in the morning, means that students should be fully equipped for the rest of the day. Mentors should ensure that all students have their equipment every day- using a member of the mentor group to help you do this is advisable.

- All teaching rooms and form boards should have a 'Finham 5' poster
- Students who are *regularly* not equipped should be sanctioned in line with BfL policy.
- College teams to work together on disciplining students who continuously lack equipment across the board. Mentors should inform College Leaders of these students.
- **Planners are vital for home-school communication-** students must have them.



On rare occasions when they don't have them, they should have a temporary planner sheet. College teams will need to monitor which students are repeat offenders and deal with accordingly.

- Mentors will do regular equipment checks using equipment check sheets in planners.

Use of force to control or restrain students

Please refer to DFE guidance

http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf

Appendix

Refocus Room

- ✓ The Refocus Room will have a set of clear rules on display.
- ✓ At the start of the period of refocus the Restorative Justice Lead will explain to the student the expectations required.
- ✓ Should a student break the rules they may receive further time, such as another day, in the Refocus Room or a Fixed Term Exclusion.
- ✓ Reintegration into the mainstream will only be allowed when the student has proved that they can behave appropriately and are ready to learn.
- ✓ When in refocus the Restorative Justice Lead will implement a programme of resources relevant to the reason that the student is in refocus for. This will be done at the discretion of the RJ Lead and/or College Leader.
- ✓ If the student is in the Refocus Room for a whole day they must arrive in school for 9.05am and will be dismissed at 3.00pm.
- ✓ They must bring a packed lunch or have lunch in between early and late lunch
- ✓ Students **will not** be allowed to have break or lunchtimes with the rest of the school and will not be allowed out of the room other than to visit the toilet.



- ✓ If they have Free School Meals then the RJ Lead will arrange for a packed lunch to be provided by the kitchens.
- ✓ The Refocus Room will have suitable work provided by each subject area which enables the students to have continuity of learning. This will accompany the programme of recourse prepare by the RJ Lead.
- ✓ AHT 'support' should be informed if students need to be put into refocus.
- ✓ AHT 'support' will communicate which students are in refocus on a daily basis and monitor students that are in there

If the period of refocus follows an exclusion:

- ✓ Student to be escorted to Refocus Room
- ✓ RJ Lead to explain the purpose of the Reintegration Day, the expectations of behaviour and the sanctions that will be applied if these or the rules of the Refocus Room are not met
- ✓ Restorative work between the student and subject teachers may also be required before the student returns to the relevant lessons- this should be organised by the RJ Lead

Exclusions

- If an Exclusion is required College Leader or Leadership Team member to be consulted. (Headteacher to make final decision)
- In case of Exclusion, PSS to complete Exclusion Referral form (red form) and to gather necessary documents for student's file
- PSS to liaise with Head teacher's PA re: Fixed Term Exclusion letter
- College Leader or Leadership member to contact parents to inform of exclusion and date and time of return.
- Only the Headteacher can exclude students from school.
- Head's PA will write and send exclusion letters
- Letters must have reintegration meeting time and person who will be meeting parents- most returns from exclusion will be convened by the CL. However, there will be occasions when it is more suited that the mentor, SL, or member of LT convenes the meeting.
- Students should usually go on report on return from exclusion



- Red exclusion form should always be used to minute meeting outcomes. These should be forwarded to the CL support officer for distribution and logging on SIMS
- Before making a decision to exclude **always** liaise with the CL **or** LT (permission to exclude should always be via headteacher or DHTs).
- Exclusions data to be monitored to look at trends in exclusions.



Decision: Head teacher, acting head teacher takes the decision to exclude a student for a fixed period.

Contact parent: parent/carer must be contacted immediately by telephone and if appropriate, to arrange collection and supervision of the student. The child's welfare must always be the prime consideration

Lunchtime exclusion: Students who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:
- if the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the student may be involved in this;
- the person the parent should contact if they wish to make such representation;
- the arrangement made by the school to set and mark work for the student during the initial 5 days of the exclusion;
- if relevant, the school day on which the student will be provided with full-time education; and
- if relevant, the details of a reintegration interview.

The head must inform the Governing Body if a student is being excluded for more than 15 days in any one term. Student's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.

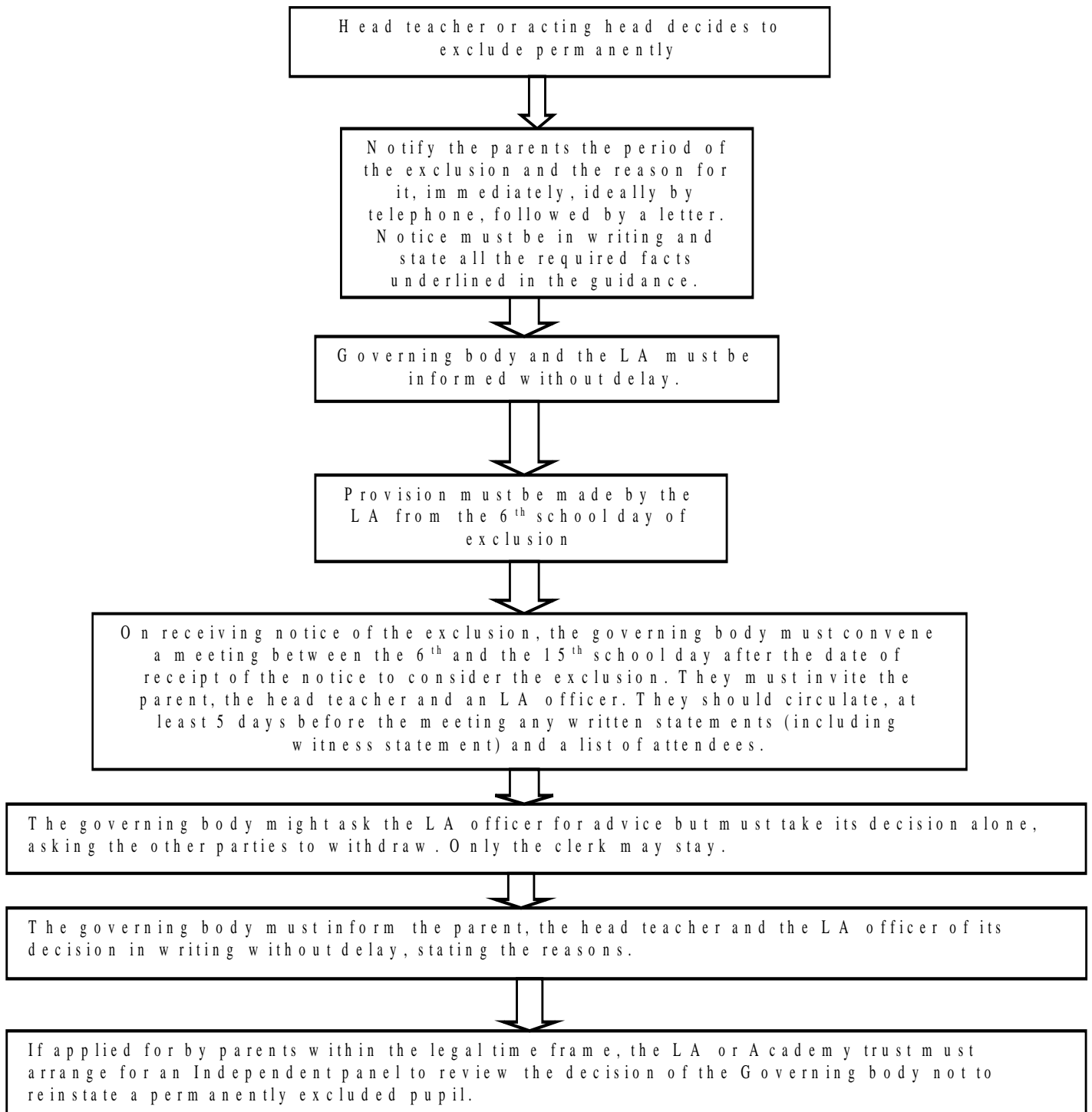
Reintegration interview:

A reintegration meeting staff should be arranged and conducted with a parent and the student at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the student, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.





Senior Teacher Review- Level D

A Final Review Meeting will **involve** the relevant College Leader and the attached Senior Leadership Team member, the student and their parents. It will establish what the situation regarding the student is, the support that has been provided, the options that are left and the next stage in the process should the student not respond to this intervention.

Reasons for students to have a Senior Teacher Review Meeting:

- Persistent poor behaviour following College Leader intervention with little/no improvement
- Ensure all avenues of support have been investigated

Aim of Senior Teacher Review Meetings :

- So Leadership Team of the school know exactly which students are cause for concern in school
- To ensure sufficient support has been given to students that require it with regards to poor behaviour

Protocol:

Before the meeting-

1. Pastoral Support Staff to complete file review at least a week before the review- to include BfL report; Round Robin; up to date attendance print out; print out of any exclusions; any other relevant documents
2. College Leader to check paperwork before it is sent out to parents
3. Copies sent to college leader, AHT and parents by Pastoral Support Staff at least 3 days before meeting. Covering letter to be included with time clearly stated

(approximately 20-30 minutes should be allowed for each meeting)

4. Any other staff attending also to be sent a pack of paperwork by Pastoral Support Staff
5. Pastoral Support Staff to check with PLC Manager to see if they need to attend meeting or other support service needs to attend
6. Parents to be called by Pastoral Support Staff to ensure they can make the meeting
7. Meeting room to be booked by College Leader



During the meeting-

1. AHT. to chair meeting using the following agenda:

- Report of current situation by the school
- Parents/ carers and students respond
- Summary of outcomes

Governors' Disciplinary Meeting Level F

Reasons for students to have a Governors' Disciplinary Meetings:

- Persistent poor behaviour, failure to follow school rules, disruption of learning □ Serious one off incidents
- Final warning from governors before permanent exclusion or managed move

Aim of Governors' Disciplinary Meetings :

- So governors of the school know exactly which students are cause for concern in school
- To ensure sufficient support has been given to students that require it with regards to poor behaviour
- Students are given a final warning

Protocol:

Before the meeting-

1. Pastoral Support Staff to complete file review and complete governors' review paperwork at least a week before the review- to include BfL report; Round Robin; up to date attendance print out; print out of any exclusions; Connexions report; any other relevant documents
2. Deputy Headteacher to check paperwork before it is sent out
3. Copies to be copied and sent out to governors and parents by Pastoral Support Staff at least 3 days before meeting. Covering letter to be included with time clearly stated

(approximately 20-30 minutes should be allowed for each meeting)

4. Staff attending also to be sent a pack of paperwork by Pastoral Support Staff
5. Pastoral Support Staff to check with PLC Manager to see if they need to attend meeting or other support service needs to attend



6. Parents to be called by Pastoral Support Staff to ensure they can make the meeting
7. Heads PA to call governors to ensure 3 are available
8. Meeting room to be booked by Pastoral Support Staff.
9. Refreshments to be available for attendees on the day (Pastoral Support Staff)

During the meeting-

1. Governor to chair meeting using the following agenda:

- Report of current situation by the school
- Parents/ carers and students respond
- Parents/ carers and students respond
- Questions from governors and discussion
- Summary of outcomes

2. Head's PA to minute meeting, type up and send to attendees within 3 days of meeting and ensure that one copy of all papers are filed in student's file and the rest are shredded.

BEHAVIOUR POLICY

Written by F Kiddy & R Plester

Review date:

September 2015

Reviewed by A Ditch:

October 2018

Approved by Governors:

Signed:

Signed:

CHRIS BISHOP

Headteacher

Date: 27 November 2018

PARNEET KANG

Chair of Governors

Date: 27 November 2018