



## **BEHAVIOUR POLICY**

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## 1. 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, 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! Remember, CONNECTION BEFORE CORRECTION.



## 2. Our Behaviour Policy

In the development of this policy Finham Park School has referred to the DfE guidance: Behaviour in Schools Advice for headteachers and school staff July 2022.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089687/Behaviour\\_in\\_Schools\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

### 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. This is why we encourage our staff to make a positive connection with students where possible before asking them to correct their behaviour.
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.



### 3. 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 4 rules for learning are;

#### **We respect everyone's right to learn**

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

### 4. 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 rewards points
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)

### 5. 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.



## How to get Reward Points?

To get Reward Points students must show Learning behaviour which is above the normal and general expectation, come to school ready to learn or contribute to the wider community.

Staff should:

- ✓ award reward points every lesson to any student deserving one
- ✓ record points on the school's MIS (PARS)
- ✓ try to only award one rewards point at a time for each student i.e. try to avoid giving multiple points
- ✓ inform the student about why they have been rewarded.

Mentors should:

- ✓ Reward students weekly with mentor points for punctuality, good ATL, following the school rules and wearing good uniform

Additional points:

Can be awarded for consistently demonstrating excellent ATL / attendance or contributions above and beyond normal school expectations

## Categories of rewards:

Benchmark	Reward
15	Email or call home from mentor
30	Mentor certificate
Bronze - 50	Letter Home, Bronze Badge, College Leader Certificate
Silver - 100	Letter Home, Silver Badge, AHT Certificate, Lucky Dip
Gold - 150	Letter Home, Gold Badge, DHT Certificate, Lucky Dip, End of term rewards event
Platinum - 200	Platinum Badge, Headteacher Certificate, End of term rewards event
Diamond - 300	Diamond Badge, Certificate, End of term rewards event
World Class - 400	World Class Badge, Certificate, Invite to SSCOS



In addition, students who have no consequences will result in recognition in assembly  
*Students with the highest ATL scores following each progress check will receive a postcard worth 10 reward points*

## **Other ways of rewarding students:**

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

**Awards Assembly** – For the half termly rewards assembly. Mentors will be asked to pick a student from their mentor group who is the star of the term. Star of the term post cards will be given in the rewards assembly.

**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 recognition-100%
4. Mentor awards
5. Adhoc / additional recognition

## **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.





## 6. Choices System

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 using positive classroom strategies.

- 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):** 2<sup>nd</sup> 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  
Automated email home to inform parents of sanction.
- Choice 3 (C3):** Teacher sanction- e.g. detention. Record on board with students initials  
Automated email home to inform parents of sanction.  
Restorative conversation between student and teacher.  
Email home from teacher with details of sanction.  
**NB: COVID-19 amendment – detentions may not run, but teachers will work with home to improve behaviour.**
- Choice 4 (C4):** Sent to another teacher within subject area— further consequences will apply from the Subject Leader  
**NB: COVID-19 amendment – students will be sent to wellbeing officer area in order to maintain bubbles.**
- Choice 5 (C5):** Removal to Refocus Room by On Call staff – further consequences will apply  
**NB: COVID-19 amendment – students will still be removed to refocus, but in year group bubbles. Parents may be required to sign a new risk assessment form if a student is disobeying COVID-19 guidance rules.**

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

The level to which students reach on the consequence system must be recorded on PARS e.g. If a student receives a C3, then the C3 must be recorded and the details of the C1/C2 recorded in the notes section. 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 C4 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 C5 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 Suspension
- 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 Wellbeing Officer 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 Suspension



## 7. 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

Up to date detention procedure information found in the staff 'Detention Guide'

- 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. 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.
- Teachers will have the option for setting either a break-time or after school detention and must conduct a restorative conversation with the student.

## **Procedure**

- Staff will log the detention on PARS
- PARS will send a message home to parents to inform them that a student is in detention. The teacher will follow this up with an email stating why the student has received a detention.
- Detentions cannot be rearranged by students unless they bring a note from their parent and this is then agreed by a college leader
- 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 (email sent to Parents via PARS), 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 or vape when in uniform and this includes the journey to and from school. Students caught smoking or vaping will receive a sanction. Where necessary time may be spent in the refocus room with the restorative justice lead working on anti-smoking / vaping material

## **Incident Procedure**

1. Wellbeing officers ensure that student(s) complete a purple Student Statement form
2. Wellbeing officers 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. Wellbeing officers 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.

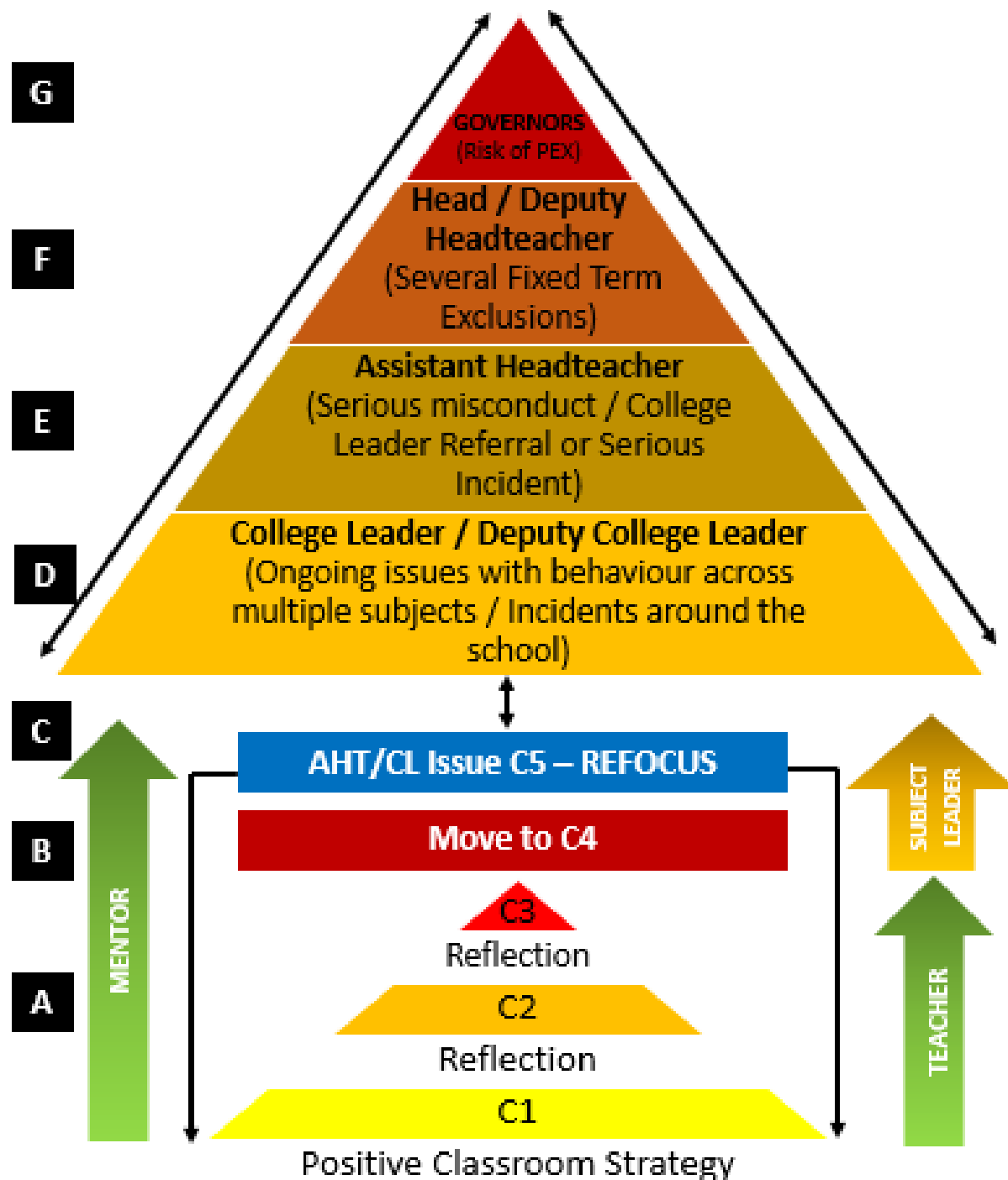
Behaviour outside school e.g., on school trips is subject to the school's behaviour policy. Bad behaviour should be dealt with as if it had taken place in school.

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.



## 8. Behaviour Pyramid





## Behaviour

## Pyramid

## Detail

### G – Governors

Governors' disciplinary panel – can lead to permanent exclusion.

### F – Head / Deputy Headteacher

Students can be referred to this point for a serious one off event or after several fixed term exclusions. Parental meeting.

### E – Assistant Headteacher

College leaders refer serious misconduct, repeated CS offences or a serious incident for senior teacher review. Behaviour contract agreed with parents, students and college leaders.

### D – College Leader / Deputy College Leader

Ongoing issues with behaviour CSs that are referred by a **subject teacher or mentor**.  
Parent contact/meetings with interventions recorded with appropriate agencies.

### C – Refocus

Students sent to refocus following a CS or a serious one off incident. Aim is to reintegrate into lessons.

### B – Subject Leader

Subject leader intervention where there is persistent misbehaviour from a student in subject area. Parents and college leaders should be informed and targets set for student.

### A – Teacher / Mentor

Use positive classroom strategies and C1 to C4 (with reflection time given). Phone parents and use restorative conversations.





## 9. Screening, Searching and Confiscation (including retention and disposal) of inappropriate items

### Key points

Schools to refer to DfE guidance: Searching, Screening and Confiscation Advice for schools July 2022:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

- 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 may be confiscated (and given to the Well Being Officer / 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/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

- The DfE's guidance also sets out the specific rules that must be followed during searches (eg, the sex of the searcher, the need for a witness and their sex, the location of the search, and what may be searched)
- 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:

- Under their general powers of discipline, staff may confiscate, retain or destroy/dispose of any item belonging to a pupil as a disciplinary sanction where it is fair, reasonable and proportionate to do so, taking into account their age, special educational needs and/or disability, and religious requirements.
- Confiscation as a sanction is different to confiscation of prohibited articles, alongside information about other sanctions used.
- Staff can use their discretion to confiscate, retain or destroy/dispose of any item that is not prohibited found during a search with consent.
- Staff must seize prohibited items or items that are evidence in respect of a criminal offence, and what must be done with them is contained in the Education and Inspections Act 2006 and in statutory guidance set out in the DfE's Searching, Screening and Confiscation guidance.
- Schools should consult this mandatory statutory guidance before deciding what to do with a prohibited item or an item that is evidence of a criminal offence.
- Seized may need to be given to the police.
- 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 or vape to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking / vaping 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.
- A staff member can search a pupil with their consent (not their parent's consent) for any item.
- Consent can be obtained simply by asking the pupil to turn out their pockets, and them agreeing to do this. It does not have to be in writing.



- However, the ability to give consent will be influenced by age, maturity and other circumstances, and one issue that arises is that consent freely given can always be withdrawn.
- Meanwhile, the headteacher (and staff authorised by the headteacher) can only search a pupil without their consent where they have reasonable grounds for suspecting they are in possession of a prohibited item.
- It will be for the searcher to decide and justify, if necessary, that they had reasonable grounds, which should be recorded in their report or statement following the incident.
- This may be where they have heard other pupils talking about the item, or the pupil is behaving in a way that suggests they are concealing something.

## **Searching and Confiscation of Electronic Devices:**

- Electronic devices such as smartphones and tablets, may not themselves be evidence but may contain evidence in the form of data.
- Devices can be seized where they are banned/restricted in the behaviour policy, or the searcher reasonably suspects it has been (or is likely to be) used to commit an offence, or cause personal injury or damage to property.
- After that, staff may examine it and delete data with good reason.
- To have a "good reason", the searcher should reasonably suspect that the data has been/could be used to cause harm, disrupt teaching or breach the behaviour policy - for example, texting other pupils during lessons or sharing nude images.
- **Where there are reasonable grounds to suspect the device contains evidence of an offence, it must be given to the police without the data being deleted.**
- Consent is not required to do any of the above.
- A device cannot be searched if it is locked and the pupil will not disclose the PIN or password. Some of the data may also be encrypted.
- The School may impose a sanction for refusal to unlock a device if they have "good reason" to examine it (including retaining the mobile phone for a specified period of time if searcher is able to demonstrate they had a "good reason" to examine the device, as set out above).
- The police have technical teams able to access data on phones (eg, photographs, text messages, WhatsApp/Messenger/Signal messages, Snapchat data etc) without a PIN or password. Which the school may use if needed.
- If the school suspects it contains evidence of criminal activity but the pupil will not disclose the PIN or password, it should be given to the police.



## 10. 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 their College Office 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 suspension 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](http://www.finhampark.co.uk) or speak to their child's mentor or college leader.

### **SCHOOL DRESS CODE 2021 (Years 7 - 11)**

We firmly believe that students should take pride in their personal appearance and in membership of our school community by wearing our agreed school uniform. All items of dress and footwear should be suitable for wear in a school in which stairs have to be climbed regularly and in which Health and Safety issues are very important.

### **School Uniform**

#### Footwear

Black leather school shoes, with black sole (no coloured stitching or logos) - trainers or boots are not acceptable for school, neither are heels.

#### Socks

Black or grey socks.





<u>Tights</u>	Plain black or grey tights.
<u>Trousers</u>	Plain school grey trousers suitable for school - fashion trousers - jean style, 'skinny' or stretch materials are not acceptable for school OR
<u>Skirts</u>	Plain grey <i>knee-length</i> pleated skirt - fashion skirts, tight, short or very long skirts are not acceptable.
<u>Shorts/Skorts</u>	Plain school grey shorts/skorts suitable for school - fashion trousers - jean style, 'skinny' or stretch materials are not acceptable for school
<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. No hoodies.
<u>Blazer</u>	Navy blazer with Finham Park logo.
<u>Outdoor Coats</u>	Suitable outdoor coat - tracksuit tops, hooded tops, leather or denim jackets are not acceptable for school. Outdoor coats must be removed at the start of all lessons, mentor periods and assemblies.
<u>Hats</u>	No hats can be worn on school site.
<u>Jewellery</u>	Only one pair of stud earrings can be worn in ears and one small ring are allowed. Large items of jewellery, hooped earrings or other piercings such as nose piercings are not allowed.
<u>Make-up</u>	Discreet make-up only. No long gel or acrylic nails.
<u>Religious Headwear</u>	Must be black or dark blue.
<u>Hair</u>	Hair must be a natural colour. Hair styles must be suitable for school. Only small hairclips/ hairbands are allowed.

NB- The grey colour for trousers and skirts is not charcoal, nor very light grey- in the Trutex brand it is called 'Harrow Grey'- if unsure please ask at our uniform suppliers who can assist with this.

All students need a suitable bag with all necessary equipment to ensure they are ready to learn. The school is happy to support students in wearing items, which relate to culture or religion. It will be appreciated that there cannot be endless arguments about dress, and the school's decision on whether appearance is appropriate for school or not must be the final one. Students whose appearance is not appropriate for school may be sent home and asked to change.



## 11. 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.
- Mentors will do regular equipment checks using equipment check sheets in planners.





## 12. Use of force to control or restrain students

Please refer to DfE guidance

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### Appendix

#### **College Offices**

- ✓ At the start of the period of refocus the College Wellbeing officer will explain to the student the expectations required.
- ✓ Should a student break the rules they may receive further time, such as another day, in refocus or a suspension.
- ✓ 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 College Wellbeing Officer 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 College Leader.
- ✓ If the student is in the College Office 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 College Wellbeing Officer will arrange for a packed lunch to be provided by the kitchens.
- ✓ The College Offices 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 College Wellbeing Officer.
- ✓ 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 a suspension:

College Wellbeing Officer 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 College Office 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 College Wellbeing Officer.

#### **Joint Enterprise**

Students who encourage others to misbehave may receive the same punishment as those who misbehave. E.g. Cheering on a fight resulting in injury to a student. Students are educated about joint enterprise and their responsibilities as citizens of the school.



## Saturday Detentions

The school can use its discretion to hold community service-based detentions on Saturday mornings as an alternative to suspensions.

## Suspensions

The school to follow all guidance on suspensions as laid out in the DfE guidance below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089688/Suspension and Permanent Exclusion guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

- If a suspension is required College Leader or Leadership Team member to be consulted. (Headteacher to make final decision)
- In case of Suspension, PSS to complete Suspension Referral form (red form) and to gather necessary documents for student's file
- PSS to liaise with Head teacher's PA re: Suspension letter
- College Leader or Leadership member to contact parents to inform of suspension and date and time of return.
- Only the Headteacher can exclude students from school.
- Head's PA will write and send suspension letters
- Letters must have reintegration meeting time and person who will be meeting parents- most returns from suspension 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 suspension
- Red suspension 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 suspend **always** liaise with the CL **or** LT (permission to exclude should always be via headteacher or DHTs).
- Suspensions data to be monitored to look at trends in suspensions.

## Suspensions (Referred to as Fixed Term Exclusions pre Sept 2021 and in the below flow diagram)

A Suspension means that a pupil is excluded from school for a fixed number of days and a date is set for a return to school. Whilst a pupil has a suspension, they should not return to the school premises, nor should they be in a public place during school hours. Repeated or serious offences can lead to suspensions and are issued at the discretion of the headteacher, but these offences will always lead to a suspension at Finham Park School:

- Swearing at a teacher
- Walking away from a teacher when being spoken to
- Not moving for a teacher when asked to do so

Following a suspension the school will implement a process involving a student passport to suspension reduction.



## Appendix 1 – Suspensions (previously fixed term exclusions as below) and Permanent 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 6<sup>th</sup> 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 be 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 6<sup>th</sup> consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1<sup>st</sup> 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.



Head teacher or acting head decides to exclude permanently

Notify the parents the period of the exclusion and the reason for it, immediately, ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts underlined in the guidance.

Governing body and the LA must be informed without delay.

Provision must be made by the LA from the 6<sup>th</sup> school day of exclusion

On receiving notice of the exclusion, the governing body must convene a meeting between the 6<sup>th</sup> and the 15<sup>th</sup> school day after the date of receipt of the notice to consider the exclusion. They must invite the parent, the head teacher and an LA officer. They should circulate, at least 5 days before the meeting any written statements (including witness statement) and a list of attendees.

The governing body might ask the LA officer for advice but must take its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA officer of its decision in writing without delay, stating the reasons.

If applied for by parents within the legal time frame, the LA or Academy trust must arrange for an Independent panel to review the decision of the Governing body not to reinstate a permanently excluded pupil.



## Permanent Exclusions:

The Headteacher to follow the processes as set out in the DfE's document: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089688/Suspension\\_and\\_Permanent\\_Exclusion\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

Permanent exclusion should only be used as a last resort. The Headteacher will usually only permanently exclude after a series of interventions to support the pupil. However, there may be exceptional circumstances where one instance leads to a permanent exclusion. Any decision to exclude, must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties) rational; reasonable; fair; and proportionate - Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2012.

Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.
- Schools should have a strategy for reintegrating a pupil who returns to school following a suspension and for managing their future behaviour.
- All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

The reasons for the decision to permanently exclude should be based upon the safety, learning and well-being of all pupils, staff or people on site. The decision should be informed by "Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion" (September 2017). As well as Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2022, "A decision to exclude a pupil permanently should only be taken in response to:

1. a serious breach of the school's behaviour policy
2. persistent breaches of the school's behaviour policy
3. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.





The DfE states that any decision to exclude must be lawful, rational, reasonable, fair and proportionate (Gov guidance 3:1).

- Lawful
- Reasonable
- Fair
- Proportionate

Examples of incidences where a permanent exclusion might be needed include:

- bringing a knife or weapon onto the school site.
- serious, sustained physical assault on another person.
- Use of drugs or illegal substances.

Being permanently excluded from the main school will result in pupils not being able to join the Sixth Form.

## **Off-site direction**

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.

Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school.

During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

When possible, in-school interventions or targeted support from AP schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 201022 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative



provision guidance section does legally apply to maintained schools, academy trusts are also encouraged to follow this guidance.

## **During the period of off-site direction:**

The pupil might be in AP on a part-time schedule with continued mainstream schooling, or full time for a limited period. The pupil must be dual-registered. The governing board must keep the placement under regular review. The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

Finham Park School will follow DFE off-site direction guidance accessed via the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942014/alternative\\_provision\\_statutory\\_guidance\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

## **Educational Provision at Finham Park MAT sites**

From time to time, it may be appropriate to provide education for a pupil at one of our other schools within the Multi Academy Trust for a period of time. This would be as a supportive measure to facilitate continuing education. An example of this provision could be for the period prior to a pupil's transfer to another school on a '6-week preventative placement' or a '12 week supported transfer'. This provision would not be a suspension event and would not be a long-lasting period.





## Appendix 2:

### Senior Teacher Review

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



## Appendix 3. Governors' Disciplinary Meeting

### 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. Headteacher's PA to call governors to ensure 2 or 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:

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



Headteacher'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

Reviewed by R Downie:

July 2020

Reviewed by R Downie:

May 2021

Reviewed by B Dugdale:

May 2022 and Dec 2022

Next review date:

January 2024

Approved by Governors:

Signed:  
CHRIS BISHOP  
Headteacher  
Date: January 2023

Signed:  
Mandy Gilmore  
Chair of Governors  
Date: January 2023