

# FINHAM PARK SCHOOL

*A Mathematics and Computing College*

## **BEHAVIOUR POLICY**

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**“Learning For Life”**





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

- **Be consistent**- follow procedure- it affects everyone- don't turn a blind eye to students breaking the school code.
- **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
- **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!

*All the procedures, letters and proformas can be found in the school guide.*

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## 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 LA's 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 have emerged and have been positively encouraged by all of Governors, staff, parents and students:

(i) Policy will always reflect the view expressed in the Aims of the School that, "Finham Park School will be a caring community in which:

- ✓ every individual is held in high esteem;
- ✓ there is a businesslike 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;
- ✓ there is a sense of pride in what can be achieved together"

[Relevant extracts from the Aims of the School]

(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 anyone of these

groups. Mechanisms exist whereby each can and does contribute to policy development:

(a) For Governors via their termly full meetings and also particularly via their Committees.

(b) For Staff via School Improvement Groups

(c) For Parents via Learning Conversations, consultation evenings and one to one contacts

(d) For Students via Baraza and student leadership.

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

## 3 The Aims of the Behaviour Policy

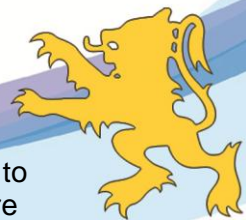
1. To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for teaching and learning, foster appropriate rather than inappropriate behaviour and to protect the environment.
2. To manage student behaviour as effectively as possible in order:
  - 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;

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- d. to provide them with opportunities to develop and demonstrate positive abilities and attitudes.
3. To promote mutual respect amongst members of the school community in order to foster an 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 decent 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 are straightforward procedures and protocols for both rewards and sanctions as well as other areas related to students' behaviour.

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# Finham Park School Code



This code has been established using feedback from students and staff July 2010

1. Be on time
2. Be ready to learn
3. Do your best
4. Show respect
5. Allow others to learn
6. Wear correct uniform
7. Do as you are told when you are told
8. Mobile phones should not be seen
9. Value and support everyone

Never:

1. Verbally or physically abuse anyone
2. Fight
3. Have or use a weapon, alcohol or drugs

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## Rewards & Awards

The following is a selection of rewards for students. Some of these will happen regularly, and some are to use on an *ad hoc* basis. **Rewarding students effectively is the main way to improve behaviour and relationships.**

### Star Stickers:

#### How to get Star Stickers

To get Star Stickers students have to show Learning Behaviour which is above the normal and general expectation.

#### 1. Teachers should award 1 Star Sticker to a student who makes:-

- ✓ an **impressive** effort
- ✓ **impressive** progress relative to their ability
- ✓ an **impressive** contribution which enhances the learning for the group
- ✓ a **significant contribution** to a school event
- ✓ a **significant degree of care and support** for others in the school
- ✓ **volunteers for community service**, e.g. picking up litter, putting out chairs etc.

#### **NB:** staff should:

- usually award stickers to between 1 & 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

Each time a Star Sticker is awarded to a student they should:-

- be clearly told why they have been awarded, e.g. what positive behaviour they have shown
- record the sticker on SIMS

When students achieve a certain number of stickers the following awards and prizes will be given:

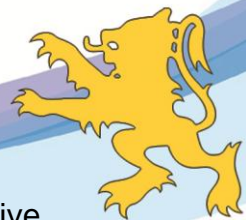
- 15= letter sent home
- 30= slightly better letter sent home!
- 50= letter sent home, students receive bronze award at end of term
- 90= letter sent home, students receive silver award at end of term, issued with VIP pass for week, receive Finham Park pen at the end of term awards assembly
- 120= letter sent home, students receive gold award at end of term, invited to meet the head teacher for formal praise, £10 voucher given at the end of term awards assembly
- 150= letter sent home, students receive platinum governors' award at end of term, invited to meet the governors for formal praise, £20 voucher given at the end of term awards assembly.
- Learning supervisors will ensure the letters are sent

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- Additionally:
  - The mentor groups with the most star stickers in each college will receive an award each term
  - At the end of each year the college with most star stickers will receive an award

### Other ways of rewarding students:

**Star Board** the top 10 students from each year with the most stickers that term will have their name put up in front of reception

**'Feel Good Friday'**- all staff to call one student per week for praise

**Send students to CL, SL, AHT, DHT, HT with good work**

**ATL reward breakfasts** for top students in year group who make most progress

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

**Mentor Group Star of the Week**- mentor group chooses a student to award a certificate and star sticker to

**Plasma screens**- students who receive end of term awards will be shown on plasma screens

### Awards

- **Awards assemblies** will take place at the end of every term during the school day-. At these assemblies the following awards will be given out:
  1. Platinum, gold, silver, bronze, certificates
  2. Attendance awards -95%+
  3. Punctuality awards -100%
  4. Mentor awards -2max- usually 1 male and 1 female
  5. College Leader certificates- 2max- usually 1 male and 1 female
  6. Progress awards- top 2 students from progress check

### Awards evening

- This will take place yearly- the week after Easter. It will involve all year groups 7-13 including ex year 11 and ex year 13 from the previous academic year.
- Awards will be issued for TBC
- The evening will be organised by AHT (Support)

### Who fills out the awards?

- Star sticker Certificates, attendance and punct certificates, progress certificates- College Leader Support Officer
- Mentor awards- mentor
- CL award- CL

### Reflecting on behaviour:

- Students will be given a Behaviour for Learning Reflection Sheet at the end of every term to reflect on their achievements and any misbehaviour and set targets

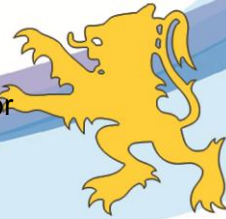
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- These should be completed, discussed with students as necessary, filed in mentor files and discussed with parents at Learning Conversations



### How to log star stickers on SIMS:

1. Staff should have register up
2. Right click on student name and select one option for praise

### Monitoring rewards:

- Mentors will be given a print out of awards and poor behaviour for their Mentor Group each week
- This should be a discussion item for Mentor Time- either by the mentor or by using peer support in the mentor group e.g. year 12 working with yr 10
- AHT (Support) will bring a summary of rewards and poor behaviour to Leadership Team termly
- AHT (Support) will produce a yearly summary of rewards and poor behaviour for governors

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DFE Behaviour  
Parent Guide.pdf

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# Choices System

The system is in place to allow all students the right to learn and all teachers the right to teach the following system is used:

Informal warning and reminder of expected behaviour.

- Choice 1: Warning from teacher that behaviour is not acceptable, reminded of expected behaviour
- Choice 2: 2<sup>nd</sup> warning and reminded of expected behaviour; teachers will usually preempt further misbehavior by e.g. moving a student
- Choice 3: Teacher sanction- e.g. detention
- Choice 4: Sent to another teacher— further consequences will apply
- Choice 5: Removal to Withdrawal Room – further consequences will apply

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

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# Choices System

## Teacher/Mentor may choose to:

- explain why their behaviour is inappropriate and its effect on teaching and learning
- remind student of behaviour expectations - refer to the Learning Behaviour Rules on display
- warn them that if they choose to misbehave they will receive a C 1
- employ pre-emptive and positive classroom management strategies to decrease likelihood of continuing misbehaviour, e.g. move student
- no need to record the incident

## C1- First Choice - Teacher/Mentor will :

- explain why their behaviour is inappropriate and that they have received a C 1
- remind student of behaviour expectations
- warn them that if they **choose to misbehave** they will receive a C 2
- record the C1 on SIMS

## C2- Second Choice- Teacher/Mentor will :

- explain why their behaviour is inappropriate and that they have received a C 2
- Prevent further poor behaviour for e.g. by moving student or speaking to them outside
- remind student of behaviour expectations
- warn them that if they **choose to misbehave** they will receive a C 3 and therefore a sanction, e.g. detention
- record the C2 on SIMS

## C3 Third Choice- Teacher/Mentor will:

- Explain why their behaviour is inappropriate and that they have received a C 3 and therefore Sanctions will be applied, e.g. a departmental detention
- remind student of behaviour expectations
- warn them that if they **choose to misbehave** they will receive a C 4 and therefore will be removed from the classroom to learn elsewhere and there will be further sanctions
- record the C3 on SIMS

## 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, with a C4/5 Referral Form, to another member of staff according to rota
- Record the C4 on SIMS

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### **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 Withdrawal Room and will receive further Sanctions,
- Subject leaders should follow up *usually* by communication home.
- Subject Leader ensures that a Restorative Meeting between student and staff takes place before the next lesson.

### **C5 Fifth Choice- Teacher/Mentor will...**

- explain to the student why their behaviour is inappropriate and that they have received a C5 and will receive further sanctions, and will now be taken to learn in the Withdrawal Room
- request the On Call staff to escort the student to the Withdrawal Room with C4/5 Referral Form
- log incident on SIMS

### **On Call will:**

- remind the student of Finham Park expectations and standards
- warn them that if they **choose to misbehave** they will spend a longer period of time in Withdrawal or receive a Fixed Term Exclusion
- determine the length of the isolation in the Withdrawal Room and the likely time of the student's return to lessons

### **Learning Supervisors will...**

- ensure the student signs the Behaviour Contract and complete the Reflective Activity fully
- Ensure the Reflective Activity is given to the College Support Officer for filing
- Ensure the College Leader is aware of the incident
- 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 Reflective 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 with a colleague to determine appropriate further sanctions e.g. receive a Fixed Term Exclusion

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# Consequences

- Consequences need to be **short- sharp and instant**
  - Work set as a consequence should only be as a result of missing work in class
  - Drop litter- extra litter duty
  - Chew gum- clean bottom of tables etc

## Some advice:

- Give choices and time to comply- e.g. “do you want me to take your hat off you or will you put it away?”
- Try to avoid escalating small issues

## These are a few suggestions that are at our disposal:

- Recovery Room- see RR document
- Imposition at home- complete piece of work not completed in class
- Headteacher’s detention
- Faculty detention
- Late detention- for students late to school and lessons
- Subject detention
  - **lunch and break:** no student should be kept for the whole of lunch or break- as guidance 10 mins lunch max, 15mins break
  - **no whole-class detentions** if at all possible
  - as guidance only keep students for 15min in any detention- only longer if they need to catch up with work or HT detention/ late detention
- Internal isolation in the Recovery Room
- Fixed term and permanent exclusion
- Letters home- this should be discussed with SPLs before sending
  - All letters home for pastoral/ behaviour needs to go through pastoral secretary – the letters will be logged on e-portal and copied onto student’s file by the pastoral office.
  - All letters home need to be seen by CL, DOL or SPL or SLT before sending
- Phone calls home- speak to SPLs/ tutor before calling- apart from positives
  - Phone calls need to be logged on e-portal or Pastoral Information Sheets and passed to pastoral secretary to be copied to relevant staff and file.
- Sending student out of room- to calm down/ deal with- **max 5 mins**
- Work given as punishment- consequence needs to fit the crime- no lines/ essays!! Learning should not be seen as a punishment.
- Confiscation- if persistent or students refuse to do as staff ask: take hat/ jewellery etc off student and return:
  - hats/hoodies until end of day
  - Jewellery- keep in the safe until end of half-term if persistent- items in envelope, teachers name, return date, date taken.
  - MP3 players and phones at the end of the day.
  - If parent ask via letter, phone call or in person- any item should be returned.
- On report- liaise with CL, DOL or SPL- all reports are the same format.

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# Detentions

## 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

Detentions at Finham Park are intended to:

- Support staff and as a sanction to ensure teachers can teach and learners can learn.
- Ensure poor behaviour is challenged and sanctions are given
- Be flexible....
- ...but be consistent
- Are a meaningful sanction and a deterrent for poor behaviour
- ✓ Students who are given a C3 will **NOT** be automatically entering students in a whole-school detention
- ✓ Staff should log the detention on SIMS for it to be included in whole-school detentions- this allows flexibility for staff to give C3s and use a wider variety of sanctions e.g. seeing students at break/ lunch; working with students themselves with homework/ coursework
- ✓ 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 at break or lunch should be between 5 and 20 minutes.
- ✓ 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

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“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 2 or more times in a week will automatically have a whole-school detention the following week (these will be organised on Friday for the following Monday)
- ✓ Detentions will be logged on SIMS by Learning Supervisors

#### Procedure:

- Staff will write detention letters and give them directly to students, then log it on SIMS- C3/4s that state in the comment box “detention” will be included on the detention register
- 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 the Fieldside Canteen and will, in most cases, be for 30 mins
- Whilst in detention one member of staff will mark if students have attended
- Students should complete work set by teacher/ reflective exercise/ community service- depending on reason for detention
- 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 LT during p1 on call- e.g. 1 hour detention that night (LT to call home), loss of breaks/ lunch times, withdrawal room (PA to DHT outcomes will collect list before AM leadership meeting)
- Work set by staff should be placed in the DT box in the staff room with the name of the student clearly written
- Orange slips will be sent to students to remind them of their detention by learning supervisors

### **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
- ✓ The reason for the C3 must be clearly explained to the student at the time it is issued.
- ✓ The student may complete the C3 detention at break or lunchtime or in whole-school detention
- ✓ The student should be escorted to Reception or E Block canteen where black bin liners and gloves are stored. The student will be required to do Community Service by picking litter up under the supervision of a member of staff on duty.
- ✓ If students are given afterschool detentions students should be given a DT letter and the C3s and C4s must be logged on SIMS.

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# 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
5. If an Exclusion is required College Leader or Leadership Team member to be consulted. (Headteacher to make final decision)
6. In case of Exclusion, PSS to complete Exclusion Referral form (red form) and to gather necessary documents for student's file
7. PSS to liaise with Head teacher's PA re: Fixed Term Exclusion letter
8. College Leader or Leadership member to contact parents to inform of exclusion and date and time of return

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## 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.”

“Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion.” DCSF

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## Examples of Unacceptable behaviours

### 1. Unreasonable Behaviour (being uncooperative, offensive)

- Rudeness
- Aggression
- Refusing to follow the instructions of a member of staff
- Malicious, deliberate or careless damage to equipment or property (vandalism)
- Uniform problems/ issues (twice)

### 2. Dangerous Behaviour (behaviour which might injure themselves or other people)

- Spitting
- Littering
- Cycling on site
- Smoking
- Bullying (verbal, emotional, physical)
- Being out of bounds
- Truancy

### 3. Behaviour which disrupts teaching and learning

- Persistent disruption of a lesson
- Persistent lateness to lessons
- Persistent lateness to school
- Persistently not providing homework as requested
- Poor attendance record -below 95% attendance across a Half Term (without a good reason)

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# Withdrawal Room

- ✓ The Withdrawal Room will have a set of clear rules on display.
- ✓ At the start of the period of withdrawal, Learning Supervisors will explain to the student the expectations required and the student will sign a Withdrawal Room Behaviour Contract
- ✓ Should a student break the rules they may receive further time, such as another day, in the Withdrawal 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.
- ✓ Learning Supervisors should complete the reverse of the Withdrawal Room Behaviour Contract which should then be sent to College Leader Support Officer to be placed in the student's file.
- ✓ If the student is in the Withdrawal Room for a whole day they must arrive in school for 9.15 am and will be dismissed at 3.15 pm.
- ✓ 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 Learning Supervisors will arrange for a packed lunch to be provided by the kitchens.
- ✓ The Withdrawal Room will have suitable work provided by each subject area which enables the students to have continuity of learning.
- ✓ AHT 'support' should be informed if students need to be put into withdrawal
- ✓ AHT 'support' will communicate which students are in withdrawal on a daily basis and monitor students that are in there

If the period of withdrawal follows an exclusion: Student to sign in at Reception at 9.15 am

- ✓ Student to be escorted to Withdrawal Room
- ✓ Learning Supervisor 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 Withdrawal Room are not met
- ✓ Student to sign contract to show that they have understood these
- ✓ 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 Learning Supervisors
- ✓ The student's parents/carers will be required to attend a Reintegration Meeting with the relevant middle/ senior leader
- ✓ The Reintegration Meeting will be recorded on the red Exclusion Sheet which will then be put into the student's file.
- ✓ Reintegration Day ends at 3.15 pm

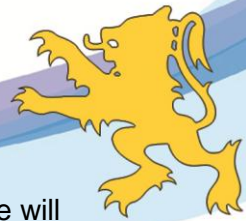
## Exclusions

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- 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.

**Policy from LA to go with this document.**

**DFE exclusion procedure can be found at : [www.teachernet.gov.uk/exclusion](http://www.teachernet.gov.uk/exclusion)**

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**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 details of a reintegration interview.

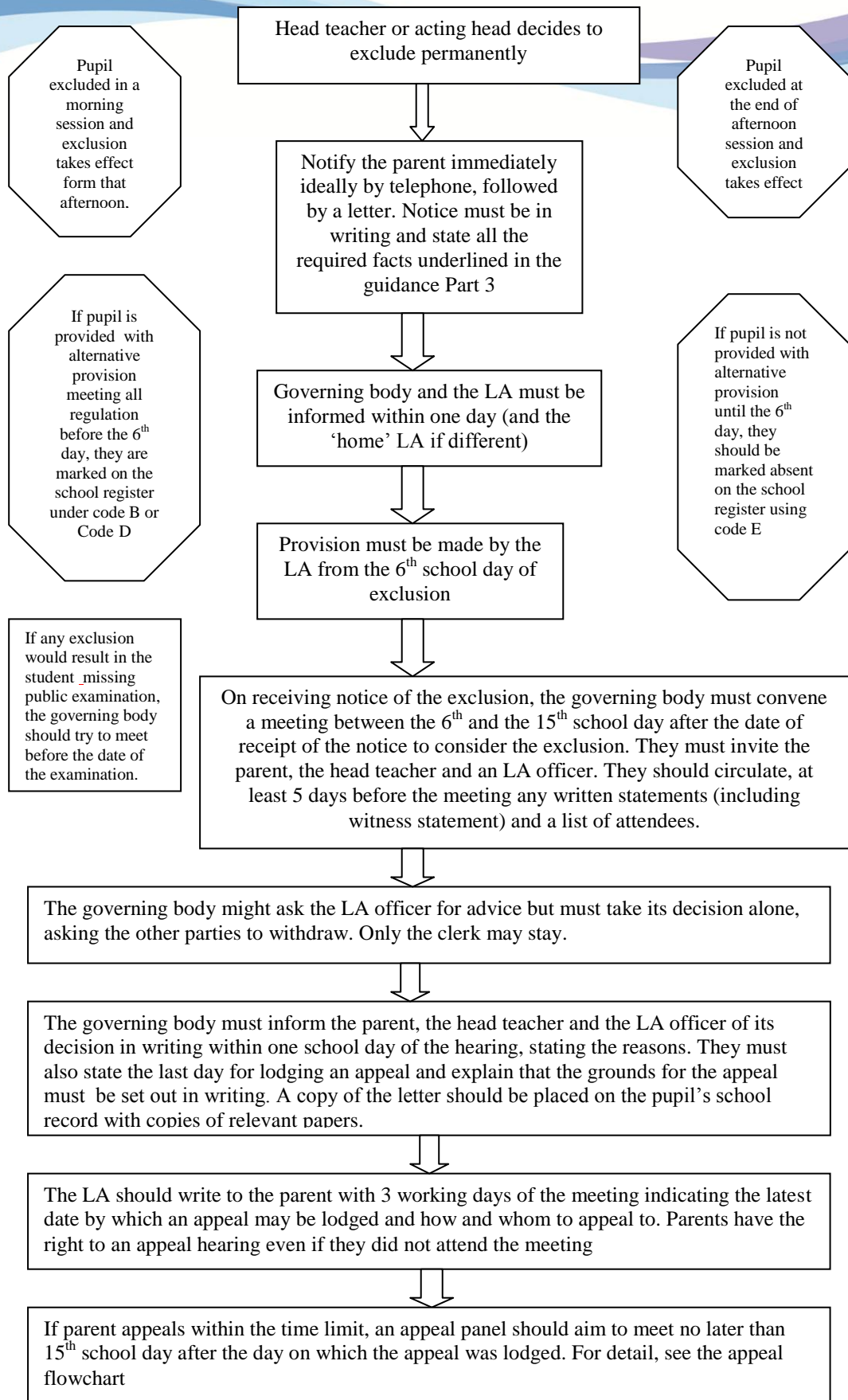
The head must inform the Governing Body if a student is being excluded for more than 15 days in any one term. Student's can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

**Educational provision during the exclusion:**

- The school has a duty to arrange suitable full-time educational provision from and including the 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 that 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.



Pupil excluded in a morning session and exclusion takes effect from that afternoon.

Pupil excluded at the end of afternoon session and exclusion takes effect

If pupil is provided with alternative provision meeting all regulation before the 6<sup>th</sup> day, they are marked on the school register under code B or Code D

If pupil is not provided with alternative provision until the 6<sup>th</sup> day, they should be marked absent on the school register using code E

If any exclusion would result in the student missing public examination, the governing body should try to meet before the date of the examination.

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If the appeal is upheld, delete pupil from the admission or the attendance register only after the appeal process has been completed

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BfL Invervention.pdf

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# 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. Assistant Headteacher 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
2. College Leader/ AHT to minute meeting, - College Leader Support Officer to 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.

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# Governors' Disciplinary Meeting

## Level F

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### **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-**

8. 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
9. Deputy Headteacher to check paperwork before it is sent out
10. 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)
11. Staff attending also to be sent a pack of paperwork by Pastoral Support Staff
12. Pastoral Support Staff to check with PLC Manager to see if they need to attend meeting or other support service needs to attend
13. Parents to be called by Pastoral Support Staff to ensure they can make the meeting
14. Heads PA to call governors to ensure 3 are available
15. Meeting room to be booked by Pastoral Support Staff.
16. Refreshments to be available for attendees on the day (Pastoral Support Staff)

#### **During the meeting-**

3. Governor to chair meeting using the following agenda:
  - Report of current situation by the school
  - Parents/ carers and students respond

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# 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-

17. 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
18. Deputy Headteacher to check paperwork before it is sent out
19. 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)
20. Staff attending also to be sent a pack of paperwork by Pastoral Support Staff
21. Pastoral Support Staff to check with PLC Manager to see if they need to attend meeting or other support service needs to attend
22. Parents to be called by Pastoral Support Staff to ensure they can make the meeting
23. Heads PA to call governors to ensure 3 are available
24. Meeting room to be booked by Pastoral Support Staff.
25. Refreshments to be available for attendees on the day (Pastoral Support Staff)

### During the meeting-

4. Governor to chair meeting using the following agenda:
  - Report of current situation by the school
  - Parents/ carers and students respond
  - Questions from governors and discussion
  - Summary of outcomes

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5. 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.



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# 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

- If an item is confiscated a note should be written in the student's planner
- Confiscated items should be stored safely until they can be returned.
- 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.

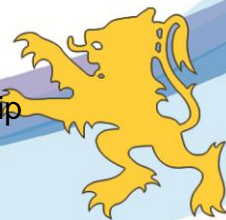
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- If weapons or drugs are found on students a member of the leadership team (usually staff on call) should be called for immediately



## 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 should 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
- 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, searching through a phone or accessing text messages without the pupil's permission is not; copies must not be made of any data on the phone
- 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 cyberbullying 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 lesson, or 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

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### Searching students:

- Staff can search students who are suspected of carrying weapons without parental consent- 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
- However, if it is felt necessary for a student to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

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# Uniform



From September 10:

- 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 who wear jeans/ tracksuit bottoms and trainers i.e significantly out of uniform without a note will be in withdrawal for the day or sent home to change.
- College leaders or LT will take the decision to internally exclude a student with a note if they believe that the situation warrants it.
- Pictures of perfect uniform will go into 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 withdrawal 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 (withdrawal) of 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.
- Uniform can be loaned to students from reception (tops) and college leaders office (shoes).
- A letter will go home every year informing parents of uniform and will be updated on the school website

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# Student Uniform September 2010

Uniform has improved considerably since September 2009. However due to the number of 'grey' areas in the uniform policy, items such as boots and trainers are still being worn. The following is intended to clarify and strengthen uniform policy for years 7-11 and has been discussed and approved by staff and student leaders:

## Girls:

- Black, sensible school shoes, with black sole (no coloured stitching or logos)- trainers or boots are not suitable for school
- Black or grey socks- coloured socks are not suitable
- Plain black or flesh coloured tights
- Plain black skirt - knee length- no fashion skirts, tight, short, or very long skirts are not suitable OR
- Plain black trousers suitable for school– no fashion trousers- jean style, 'skinny' or stretch materials are not suitable for school
- Plain white polo shirt with school logo
- Black sweatshirt with school logo
- Jewellery:- only one pair of stud earrings can be worn in ears and one small ring are allowed- large items of jewellery, other piercings are not suitable for school
- Years 10 & 11- discreet makeup
- Suitable school coat- tracksuit tops, hooded tops (except with school logo), leather or denim jackets are not suitable for school
- Hats, suitable for school, can be worn outdoors in inclement weather- baseball and large hats are not suitable for school
- Head scarves should be black or dark blue
- Only small hair clips/ hair bands are allowed
- Nail varnish should not be worn

## Boys:

- Black, sensible school shoes with a black sole (no coloured stitching or logos)- trainers or boots are not suitable for school
- Black or grey socks
- Plain black trousers suitable for school– jean style, 'skinny' or stretch materials are not suitable for school
- Plain white polo shirt with school logo
- Black sweatshirt with school logo
- Jewellery:- only one pair of stud earrings can be worn in ears and one small ring are allowed- large items of jewellery, other piercings are not suitable for school
- Suitable school coat- tracksuit tops, hooded tops (except with school logo), leather or denim jackets are not suitable for school
- Hats, suitable for school, can be worn outdoors in inclement weather- baseball and large hats are not suitable for school

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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.*

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.



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# 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 an equipment 'hand' 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.

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# Low level disruption

## What is low-level disruption?

### Some examples:

- not listening
  - off task chat
  - not sitting where asked
  - 'tapping'
  - mobile phones out
  - uniform not sorted before entering the classroom, e.g. not take off outdoor clothes
- not following instructions straight away
  - lacking equipment
  - late to lesson
  - shouting out/ across the room
  - MP3 players out/ being used
  - disturbances by other staff or students

*These behaviours are not acceptable*

## How do we deal with it?

1. Refer to the School Code in your classroom and let students know how low-level disruption affects the learning of others
2. Follow BfL **consistently**
3. Be positive with students
4. Build good relationships with students
5. Give rewards to students who work hard and behave
6. Allow students to reflect on how their behaviour affects others
7. Keep parents informed of their child's behaviour- good or bad!

## Consistency is key

- We must use BfL **consistently** otherwise we are just shifting the problem to another member of staff- we have to work as a team.
- HMI have found again and again that when staff follow behaviour policies **consistently** behaviour is much less of a problem for **everyone**

### Some examples:

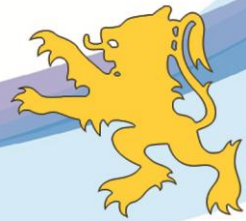
- Allowing a student to sit in your class with their iPod on may make you a 'safe' teacher to students but you have made life much more difficult for other staff. It can make other staff seem unfair and may cause arguments between students and teachers.
- Not challenging students about uniform leaves the problem for someone else to deal with and gives the wrong message to students.
- Not challenging latecomers nor giving consequences says to students it's okay to be late, so they will continue to be late for you.
- Not challenging correct equipment, books and planner again says to students that it's okay to come to school not equipped and the problem will continue.
- Letting students go early or bartering BfL "if I'm good sir can I get off my C 3?" again may make you 'safe' but makes life much more difficult for others.

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# Use of force to control or restrain students

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Please refer to DFE guidance

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Use\_of\_force\_short\_  
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# 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
  - “Well done”, “I’m really pleased with you”
  - Call home and tell parents
  - Give Star Stickers / Feel Good Friday phonecalls
5. Have a clear focus at the start with time limits – “I want title and lesson objectives written in your books in 5 minutes”
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)

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## Action on smoking

Offence	Action	Pastoral System
1 <sup>st</sup>	Recorded on SIMS. Letter sent home-suggested that student attend stop-smoking course	Letter copied to file.
2 <sup>nd</sup>	Recorded on SIMS as 2 <sup>nd</sup> offence. Letter home and LT detention. CL/ LT to speak to student.	CL will pick up the second offence from SIMS. Letter copied to file.
3 <sup>rd</sup>	Recorded on SIMS as 3 <sup>rd</sup> offence. 1 day's withdrawal. Letter home.	CL aware from SIMS. Letter copied to file.
4 <sup>th</sup>	Recorded on SIMS, 2 day exclusion (1 in withdrawal). Letter sent home	CL aware from SIMS. Letter copied to file. CL / LT to meet with parents on return from exclusion.

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## BEHAVIOUR POLICY

Written by W Webster & R Plester  
Review date:

June 2010  
June 2011

Approved by Governors:

28 September 2010

Signed:

MARK BAILIE  
Headteacher

Date:

Signed:

PETER BURNS  
Chair of Governors

Date:

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