



FINHAM PARK SCHOOL

A Mathematics and STEM College

FINHAM PARK SCHOOL

BEHAVIOUR POLICY 2025

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Contents

1. <u>Three things to remember</u>	4
<u>Be consistent</u>	4
<u>Be positive</u>	4
<u>Relationships are vital</u>	4
2. <u>Introduction</u>	4
3. <u>The Aims of the Behaviour Policy</u>	4
4. <u>Rewards and Celebration</u>	5
<u>How to get Reward Points?</u>	5
1. <u>Values:</u>	5
2. <u>Standards:</u>	5
3. <u>Learning:</u>	5
<u>Categories of rewards:</u>	5
R1 - <u>positive instances of</u>	5
R2 - <u>repeated or excellent</u> -.....	5
R3 - <u>consistent or outstanding</u> -.....	5
R4 - <u>subject/college leader referral</u>	6
R5 - <u>Headteachers award</u> -.....	6
5. <u>Consequence System</u>	6
<u>Categories of consequence:</u>	6
C1 - <u>1st formal warning</u>	6
C2 - <u>2nd formal warning</u>	6
C3 - <u>Teacher sanction- e.g. detention</u>	6
C4 - <u>Removal from lesson</u>	6
C5 - <u>Internal suspension</u>	6
6. <u>Detentions</u>	7
<u>The Law</u>	7
<u>At Finham Park</u>	7
7. <u>Power to discipline pupils for misbehaviour outside the school gate</u>	8
8. <u>Investigating serious incidents</u>	8
9. <u>Escalations</u>	9



<u>10. Screening, Searching and Confiscation (including retention and disposal) of inappropriate items</u>	9
<u>Key points</u>	9
<u>Confiscation of inappropriate items:</u>	10
<u>What to do with confiscated items</u>	10
<u>Mobile communication technologies</u>	10
<u>How long should items be confiscated for?</u>	10
<u>Searching students:</u>	11
<u>Searching and Confiscation of Electronic Devices:</u>	11
<u>DfE Guidelines:</u>	12
<u>11. Uniform</u>	12
<u>12. Equipment</u>	13
<u>13. Use of force to control or restrain students</u>	13
<u>Appendix</u>	14
<u>Joint Enterprise</u>	14
<u>Suspensions and Permanent Exclusions</u>	14
<u>Coventry Alternative Provision (CAP)</u>	15
<u>Permanent Exclusions</u>	- 16 -
<u>Off-site direction</u>	16
<u>Educational Provision at Finham Park MAT site</u>	17
<u>Governor Behaviour Panel</u>	- 17 -
<u>Governor Review Panel documentation</u>	19



1. Three things to remember

Be consistent

All staff and students are expected to support behaviour with a consistent approach: *Do the right thing at the Right time in the Right place.*

Be positive

Reward students and tell them why! All staff and students to engage with the reward process via Bromcom.

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. Introduction

In the development of this policy Finham Park School has referred to the DfE guidance: Behaviour in Schools Advice for Headteachers and school staff Feb 2024.

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Finham Park's Behaviour policy reflects 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.

3. The Aims of the Behaviour Policy

Finham Park School will be a caring community in which:

- ✓ there is a sense of pride, respect and responsibility underpinned by our **core values** of *courageousness, perseverance, integrity, humility and kindness.*
- ✓ **every individual is held in high esteem.**
- ✓ there is a business like and **purposeful atmosphere** which is conducive to everyone achieving as high a standard as is possible in all areas of the curriculum.
- ✓ The school works towards an **inclusive approach** which offers access to equal opportunities for all, with a specific focus on more vulnerable learners including those disadvantaged and with a SEND profile.
- ✓ The school supports students' ability to:
 - a. develop and exercise self-control;
 - b. take **responsibility** for and be accountable for their own actions;
 - c. raise awareness that actions and choices have consequences;



- d. take **pride** in themselves and demonstrate their positive abilities and attitudes;
- e. Develop a shared sense of community and demonstrate **respect** to all (staff, other students, any visitors to school or residents locally)

- ✓ Promotes firm action against all forms of bullying to ensure the happiness, safety and general well-being of all members of the school community.
- ✓ ensures that school and home work together to encourage appropriate behaviour.
- ✓ always ensures that staff feel supported in their efforts to maintain high standards of behaviour and are upskilled to support management of developing needs.

4. Rewards and Celebration

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

How to get Reward Points?

All Reward Points can be earned for 3 main reasons:

1. **Values:** displaying one or more of the **Finham Values:** *Courageousness, Humility, Integrity, Kindness, Perseverance*
2. **Standards:** Displaying excellent application of **World Class Basics** linked to attendance, punctuality, uniform, equipped for learning etc.
3. **Learning:** Displaying **positive learning behaviours** in lessons or through wider curriculum opportunities

Categories of rewards:

R1 - positive instances of behaviour displayed within a lesson or through positive interactions around school e.g., settled well at start of lesson, answered question in class, displayed one of the Finham values.

R2 - repeated or excellent - higher level behaviour or positive behaviour that is displayed on a number of occasions e.g. excellent piece of homework or consistently high levels of effort in a subject over a week/fortnight.

R3 - consistent or outstanding - Recognition of behaviour that is embedded or for exceptional behaviour/interactions e.g., 100% attendance for a half term, or outstanding contribution to an extracurricular activity.



R4 - subject/college leader referral - Behaviours that have been referred on to more senior members of staff. This could be aligned with the presentation of a praise postcard to individual students.

R5 - Headteachers award - This is the highest level of recognition for positive behaviours and will involve direct involvement from Mr. Bedford or other Senior Staff in school.

5. Consequence System

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

Categories of consequence:

C1 - 1st formal warning from teacher of how behaviour is not acceptable and its impact on learning (yours or others). This will be logged on Bromcom and available for parents/carers to see.

C2 - 2nd formal warning. The teacher should remind you of expected behaviour, and potentially intervene further by moving your seat or speaking to you away from the class.

C3 - Teacher sanction- e.g. detention. If the behaviour happens in the lesson, you will be expected to make up time with your teacher at a time of their choosing. If the behaviour happens out of the lesson you will need to sit a whole school detention the next day. Parent/carers will be informed.

C4 - Removal from lesson. On Call will be informed and students will be expected to continue your lesson in another classroom within the department. You will need to complete a whole school detention the next day after school.

C5 - Internal suspension. In the rare instances this occurs, students will be removed from lessons and spend a period of time in '**reconnect**' to complete some restorative work prior to returning to learning.

Many 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 Bromcom e.g. If a student receives a C3, then the relevant C3 must be recorded and the details recorded in the notes section. Students must be reminded of expected behaviour when a C1 to a C3 is issued.



6. 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

- Staff should log the C3/C4 behaviour on Bromcom. C3S (subject) will lead to a subject detention driven and managed through individual subject areas. A C3C (central) behaviours and C4 behaviours will be included in whole-school detentions. All C3C and C4s will result in a next day detention *automatically* unless the subject teacher/ leader specifically requests students do not attend.
- 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.
- Students who are late to school will have their mobile phone removed on the gate and must collect at the end of the day. Repeat incidents of poor punctuality will lead to a centralised detention withing the automated system logged by pastoral team.
- Detentions will, in most cases, be for 30 mins in the initial instance although can escalate for non-attendance. Whilst attending the detention students will be marked as present, students who are absent will repeat their detention at the next available date. Detentions cannot be rearranged by students unless staff have received communication from parent/carers or this has been authorised by relevant staff member.
- Students who miss a detention without a relevant reason could receive an escalated consequence, usually additional time the following day. Repeated missed detentions will lead to further escalations including parental meetings, time spent in the reconnect room, loss of social time or further bespoke interventions led by College Leaders and relevant members of the Senior Leadership Team. This could impact attendance at wider non-curricular opportunities.
- Senior and pastoral staff will be on a rota to support detentions and expected to attend promptly and for the full duration of the detention.
- When a student is given a centralised detention the member of staff who gave the detention is encouraged to speak to the student the following day in their detention in A32 to support the restorative justice process.
- Students may have their mobile phone, or other item not permitted during the school day, removed at the start of the day, and returned after they have sat their detention to support attendance.



7. 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; this could include inappropriate use of electronic devices (including social media use) or anti-social behaviour and vaping. 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 suspension or permanent exclusion.

8. Investigating serious incidents

While incidents of serious behaviour are rare, they do occur at the school. Serious behaviours include, but are not limited to:

- Physical Assault against a pupil
- Physical Assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent or general disruptive behaviour
- Use or threat of use of an offensive or prohibited weapon
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

When a serious incident occurs, we will endeavour to notify parents/carers in a timely manner that an incident is being investigated.

Upon receiving a report about a serious behaviour, staff in school will investigate the incident as soon as they are able. Sources of evidence could involve: witness statements (victim, perpetrator, by standers), staff statements, CCTV evidence, online evidence (e.g. screenshots from social media). Where accounts of what took place differ, we will place great weight on



CCTV evidence (when available), and the statements provided by staff. Decisions for follow-up action, including a suspension or permanent exclusion, will be made on the balance of probabilities (in line with DFE guidance –

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf).

9. Escalations

Beyond the consequences system the school has several strategies it uses to support positive behaviour choices.

- Reflection and refocus time (this may be time spent in our reconnect room working with a member of staff away from timetabled lessons)
- A change of teaching or mentor group.
- Detentions (both in social time in school hours and after school)
- Mentor, Department, College, Senior teacher report
- Fixed term suspensions
- Behaviour review at Governor Disciplinary Panel
- Fixed term off-site direction at a different school (normally for a period of up to 6 week). Parental permission for this is not required for this, however Finham Park School will always look to work with parents/carers if the school deems this is required.
- A 12-week supported transfer to another school
- Permanent exclusion

Alongside formal escalations we will work with students, parents, and carers to develop the most appropriate internal and external intervention strategies.

10. 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

- 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:

Items may be confiscated from students for the following reasons:

- an item that 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 electronic device in class.
- an item is against school uniform rules: for example, a pupil refuses to take off a fashion item or sports top during the school day.
- 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, or a vape.

What to do with confiscated items

- Confiscated items should be handed in at reception or retained by the member of staff confiscating the item for collecting no earlier than 3.15pm (the end of the school day).
- If items that are an obvious safeguarding risk are found (e.g. weapons or drugs) a member of the leadership team (usually staff on reconnect) should be called for immediately.

Mobile communication technologies

- We advise students not to bring mobile phones (particularly smart phones) into school, the loss of a mobile phone WILL NOT BE investigated in most cases.
- Phones should not be seen at all during the school day and should be switched off in student's bags.
- If mobile phones are seen, they will be confiscated (and handed into reception for safe storage until 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 found using mobile phones in a way that negatively impacts other members of the school community (staff and students) will receive sanctions including suspensions. Students risk being banned from bringing devices into school and/or having to hand devices in at the start of every school day.

How long should items be confiscated for?

- In most cases confiscated items will be returned at the end of the school day. In some instances, an item may be confiscated for a longer period and parent/carers requested to collect.

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, considering their age, special educational needs and/or disability, and religious requirements.

- Staff can use their discretion to confiscate, retain or destroy/dispose of any item that is not prohibited which is found during a search with consent.
- Staff must seize prohibited items or items that are evidence in respect of a criminal offence.
- 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 items 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.
- 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 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. Parent/Carers should always be informed when a search has taken place.
- A search should ALWAYS be carried by at least one member of staff of the same gender as the student. Another member of staff should also be present.
- A staff member can search a pupil with their consent (not their parent's consent) for any item. This can be verbal and does not have to be in writing. e.g. A student might reasonably be asked to turn out their pockets or to hand over an item such as a personal electronic device.
- 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. 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.
- All searches should be recorded on Bromcom by one of the staff members completing the search.

Searching and Confiscation of Electronic Devices:

- Devices, such as smartphones, can be seized where they are banned/restricted in the behaviour policy, or the searcher suspects it has been (or is likely to be) used to commit an offence, or cause personal injury or damage to property. Electronic devices such as smartphones and tablets, may not themselves be evidence but may contain evidence in the form of data.
- Staff may request data to be deleted (e.g., photos or screenshots) for good reason. 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.



- Staff members can issue a consequence for failure to follow a reasonable instruction if a student refuses a search or to hand over an item when requested.
- 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. 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.
- The police have technical teams able to access data on phones (e.g., photographs, text messages, WhatsApp/Messenger/Signal messages, Snapchat data etc) without a PIN or password, which the school may use if needed.

DfE Guidelines:

- 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

11. Uniform

- All staff should deal with uniform issues to ensure consistency.
- Mentors must check uniform in mentor time every morning; students dressed in inappropriate uniform during mentor time are sent to 'uniform shop' at 9am to receive a uniform loan for the day. Students will be able to collect the correct uniform in exchange for mobile phone (in the first instance) or an item of value. Item is returned at the end of the day when the uniform item is returned.
- Teaching staff should check uniform as students enter their room and ensure all uniform is in place prior to students' departure. If there are any missing items teaching staff should inform the reconnect team so an item can be borrowed from uniform shop as per above process.
- Students who are significantly out of uniform and refuse to borrow items could be removed from timetabled lessons for the day, asked to work in the reconnect room or sent home to change.
- Uniform infringements should be logged via Bromcom, and available through the mychildatschool (MCAS) app. This should be completed by the member of staff addressing the issue with uniform.
- If students/ parents/ carers are in doubt about what is suitable school wear they should consult the school website at <https://finhampark.com/uniform/> or speak to their child's mentor in the initial instance.
- 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.



12. Equipment

In terms of being ready to learn, students should have a pencil case that includes the Finham Five as a minimum:

- calculator
- timetable (printed or handwritten for the day)
- ball point pens (black or blue and green)
- pencils
- ruler

We also recommend, to support learning in lessons, a range of coloured pens; pencil sharpener; rubber; glue stick and highlighters. Please note that during the academic year 2023/24 we moved to most of our subjects using A4+ size exercise books so that any additional worksheets can be secured inside them without them overhanging the edge of their book. Please take this into consideration when purchasing a school bag for your child.

13. Use of force to control or restrain students

Please refer to DFE guidance:

https://consult.education.gov.uk/school-absence-and-exclusions-team/use-of-force-and-restrictive-practices-call-for-ev/supporting_documents/Call%20for%20evidence%20%20use%20of%20reasonable%20force%20and%20restrictive%20practices%20in%20schools%202023%20PUBLISHED.pdf



Appendix

Joint Enterprise

Students who encourage others to misbehave may receive the same punishment as those who misbehave. E.g., Cheering on a fight. Students are educated about joint enterprise and their responsibilities as citizens of the school, this includes co-ordination with link community police office, use of year group and college assemblies and a targeted approach with individual students.

Suspensions and Permanent Exclusions

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

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

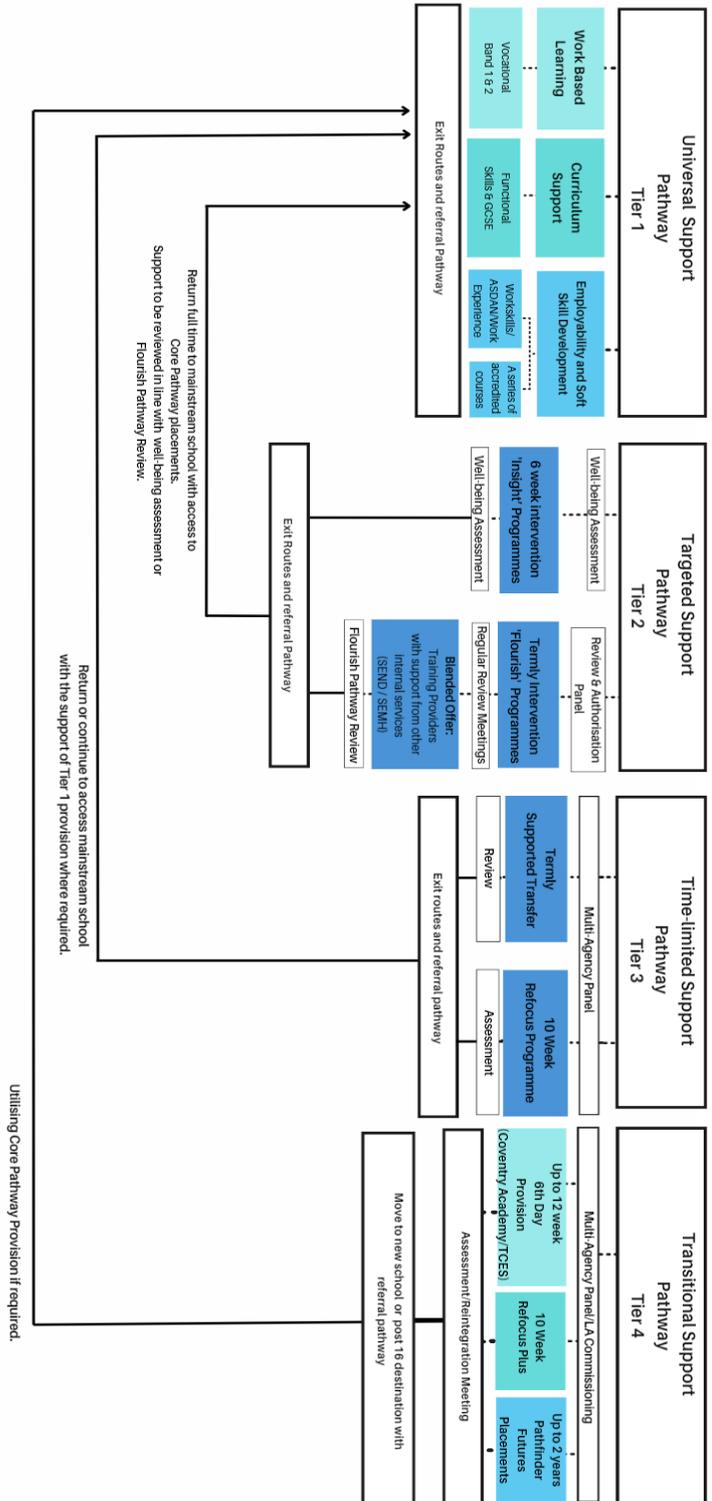
- Only the Headteacher can exclude students from school.
- If a suspension is required, College Leader or Leadership Team member to be consulted. (Headteacher to make final decision)
- College Leader or Leadership member to contact parents to inform of suspension and date and time of return, including time of reintegration meeting
- 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. Meeting notes to be logged on Bromcom
- Students returning from suspension should be offered support to reduce risk of a repeat occurrence of behaviours which led to suspension.
- Suspensions data to be monitored to look at trends in suspensions.

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.



Coventry Alternative Provision (CAP)

COVENTRY ALTERNATIVE PROVISION (CAP) GRADUATED MODEL OF SUPPORT 2024/25





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/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.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. Schools should consider 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 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."

"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."

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. 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.

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.

A proposed maximum period 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 supportive transfer on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

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

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. This would be a supportive measure to facilitate continuing education. An example of this provision could be for the period prior to a pupil 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.

Governor Behaviour Panel

Reasons for a student 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 offsite direction and/or permanent exclusion.

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- College Leader completes review documentation and submits to headteachers PA at least a week before the review.
- Assistant/Deputy Headteacher to check paperwork.
- Copies sent out to governors and parents (at the time of invitation) by headteachers PA at least 3 days before meeting. Covering letter to be included with time clearly stated. All staff attending also to also be sent a pack of paperwork.



- If child is on SEN register, invite to attend needs to extend to SENDCO/Deputy SENDCO/staff member who works well with the student for support.
- Parents to be called by College Leader after letter has been issued to ensure they can make the meeting .
- Headteachers PA to call governors to ensure 2 or 3 are available .
- Meeting room to be booked by headteachers PA.
- During the meeting- Governor to chair meeting (agreed prior to meeting) using the following agenda:
 - Welcoming all to the meeting and introductions.
 - Explaining why we are here and the purpose of the panel/meeting.
 - College Leader to report on the current situation (referring to review documentation)
 - Parents/carers and students can respond.
 - Questions from governors and discussion.
 - Assistant/Deputy Headteacher to outline potential next steps should behaviour after the panel not improve/targets set not be met.
 - College Leader to go through targets set and reasons.
 - Summary of outcomes.
 - Governor, parent/carers, and student to sign targets/agreement
 - 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 is filed in student's file and the rest are shredded. This to include copy of the targets set and the agreement.
- (20-30 minutes should be allowed for each meeting)



Governor Review Panel documentation

(Please include pupil passport (if relevant), Behaviour report from Bromcom (to inc reward and behaviour points) and Attendance report for this academic year (and previous if relevant)

Student Name:	
Year group:	
College/Mentor Group:	
Parent/Carer Name:	

Attendance this academic year (inc punctuality): See attendance log for detail	
Attendance previous academic year (inc punctuality): See attendance log for detail	

SEN:	
What I would like you to know:	
What I find difficult:	

Cause for concern including summary of behaviours observed: See behaviour log for individual occurrences	
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Suspensions: <ul style="list-style-type: none">List date, length and reason	
--	--

Off- site direction: <ul style="list-style-type: none">Date, length of time, location and reason	
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<p><u>Strategies and interventions used so far (state whether successful or unsuccessful):</u> i.e.:</p> <ul style="list-style-type: none">• Target cards• Parental meetings• Time out cards	
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<p><u>Agencies or support utilised if relevant:</u> i.e.</p> <ul style="list-style-type: none">• CAMHS• Early Help• Social Services	
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<p><u>Interests/aspirations:</u></p>	
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<p><u>Strengths/positive attributes:</u></p>	
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<p><u>Suggested targets:</u></p>	
<p><u>Target 1:</u></p>	
<p><u>Target 2:</u></p>	
<p><u>Target 3:</u></p>	



FINHAM PARK SCHOOL

A Mathematics and STEM College

Written by:

Rob Morey and James Foxon

August 2024

Reviewed by:

James Foxon

December 2025

Approved by Governors:

11 February 2026

Signed:

Signed:

DAVID BEDFORD

Headteacher

Date: 11 February 2026

ANNE BRENNAN

Chair of Governors

Date: 11 February 2026