FINHAM PARK SCHOOL

BEHAVIOUR POLICY 2026/2027

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Contents

Contents 2
1. Three things to remember 4
2. Introduction 5
3. The Aims of the Behaviour Policy 5
4. READY, RESPECTFUL, SAFE 6
Students are expected to be: 7
Staff members are expected to be: 9
Parents/carers are expected to: 10
5. Rewards and Celebration 11
How to get Reward Points? 11
1. **Values:** 11
2. **Standards:** 11
3. **Learning:** 11
Categories of rewards: 11
6. Consequence System 12
Categories of consequence: 12
7. Detentions 13
The Law 13
At Finham Park 13
8. Power to discipline pupils for misbehaviour outside the school gate 14
9. Investigating serious incidents 14
10. Escalations 15
11. Screening, Searching and Confiscation (including retention and disposal) of inappropriate items 16
Key points 16
Mobile communication technologies 16
DfE Guidelines: 17
Mobile Phones 17
Banned items 18
Confiscation of banned/inappropriate items: 18
What to do with confiscated items 19

Searching students: 20
Refusing a search 20
12. Uniform 21
13. Equipment 22
14. Use of force to control or restrain students 22
Appendix 23
Joint Enterprise 23
Suspensions and Permanent Exclusions 23
Coventry Alternative Provision (CAP) 24
Permanent Exclusions 25
Off-site direction 25
Educational Provision at Finham Park MAT sites 26
Governor Panel 27
Governor Review Panel documentation 28

1. Three things to remember

Be consistent

All staff and students are expected to support behaviour with a consistent approach: *Students should be Ready, Respectful and Safe.*

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.

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)

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

4. READY, RESPECTFUL, SAFE

All students are expected to be **Ready**, **Respectful**, and **Safe** at all times, these principles underpin the Behaviour Policy and provide a consistent framework for behaviour management and decision-making. They apply in classrooms, around the school site, during social times (including breaks and lunch), on educational visits, and whenever students are representing the school beyond the school gates. This clarity supports staff in applying expectations fairly and consistently and enables parents and carers to understand how behaviour is managed and addressed.

This section is intended to support staff in applying expectations consistently and to ensure parents and carers have a clear understanding of what is expected of students in our school community.







Students are expected to be:

READY

DRESSED APPROPRIATELY:

- Attend school in the correct uniform including footwear.
- Bring and wear appropriate PE kit.
- Any make-up should be discreet and jewellery in line with the uniform policy.
- Recognise there will be an expectation to borrow uniform and PE kit if students come to school unprepared.

PUNCTUAL:

- Be on time to school. Students are expected to be on school site by 8.40am at the latest every morning.
- Be on time for lessons. Move promptly and purposefully around the school site throughout the day (move on the first bell, arrive by the second).

EQUIPPED:

- Bring a minimum of the 'Finham 5' to school every day (Pen, Pencil, Ruler, Timetable, Calculator).
- Ensure any additional equipment is brought into school, e.g. PE kit.
- Communicate to mentor or other relevant staff if support is needed in getting equipped for the day ahead.

ENGAGED:

- Enter lessons calmly and begin learning promptly as per the FINHAM CLASSROOM.
- Work hard in class and at home so that students can achieve their full potential, including taking responsibility for recording homework, ensuring it is completed on time and to a good standard.

RESPECTFUL

DEMONSTRATE KINDNESS:

- Treat all members of our school community in a way that students would wish to be treated.
- Recognise the impact of small gestures throughout the day: holding open a door, saying 'thank you' to staff and each other etc.

DEMONSTRATE INTEGRITY:

- Behave responsibly, even when no one is watching.
- Respect the school site and resources, including equipment and other people's personal belongings.

- Be an ambassador for the school by exhibiting excellent behaviour and dress on the way to and from school and when engaging with members of the public.

DEMONSTRATE PERSERVERANCE:

- Respect the opportunities available at school, in lessons, and through wider curriculum opportunities.
- Always trying their best and strive to overcome challenges.

DEMONSTRATE COURAGESSNESS:

- Respect diversity in our school community, ensuring all language and behaviours are polite, appropriate and inclusive, particularly linked to protected characteristics.
- Challenge and report any abusive or derogatory behaviour if it is witnessed. Be an upstander not a bystander.

DEMONSTRATE HUMILITY:

- Recognise students hold no greater or lesser value than any other member of the school community.
- Follow staff instructions on the first time of asking and respect other students' right to learn.
- Care for the school environment.

SAFE

ONLINE:

- Abide by the school's rules on ICT and internet use.
- Engage appropriately when communicating online following school policy on the use of mobile devices.

ONSITE:

- Remain on the school site during the day and attend all lessons on time.
- Move sensibly and appropriately around the school site, with appropriate care and consideration for others (calm corridors).
- Always follow health and safety instructions and avoid unnecessary physical contact with other students, threatening behaviour, or actions that could cause harm.
- Use equipment and resources as intended, e.g. use of safety googles in science

OFFSITE

- Engage positively with members of the public and the wider community.
- Be careful when riding a bike to and from school and ensure bikes are not ridden on site.
- Take care when crossing roads on the way to and from school and use the crossings provided.
- Behave appropriately on school trips and visits, recognising the importance of being positive ambassadors of the school and community.

Staff members are expected to be:

READY

- Provide a balanced and stimulating curriculum which aims to meet the needs of all students.
- Arrive to lessons on time and support start and end of lesson routines as per the FINHAM CLASSROOM.
- Prepare engaging lessons that meet the needs of individual students in the class, ensuring all pupil passports are read and actioned appropriately.
- Arrive to duties as promptly as possible and actively support student supervision.
- Report regularly on student progress and provide timely feedback and support as per department and school expectations.

RESPECTFUL

- Model the Finham Values with all interactions with staff, students, and other members of the school community.
- Have high standards for behaviour and engagement and apply rewards and consequences in a fair and equitable way.
- Ensure timely communication is made with parent/carers.
- Engage productively with CPD opportunities on offer: through the Lion Alliance and beyond.
- Support colleagues and be confident to challenge in an open and professional way.
- Adhere to the FPMAT Code of Conduct.

SAFE

- Provide a safe learning environment with opportunities for students and parent/carers to raise concerns.
- Follow the schools safeguarding procedures; engaging with staff training, logging incidents appropriately on CPOMS and following up as needed with students and parent/carers.
- Engage positively with any in school training and required reading including KCSIE.
- Look after personal well-being and ensure any concerns are raised through appropriate channels.

Parents/carers are expected to:

READY

- Support students to be punctual to school and lessons and communicate any potential challenges of barriers linked to this.
- Ensure attendance to school is as high as possible and ensure reporting procedures are followed if a student is unable to attend school.
- Support equipping students with Finham Five every day and communicating to mentor if support is required.
- Ensure their child wears full school uniform each day and communicate to mentor (or other relevant staff) if there are any issues.
- Actively engage with parent/carer communication throughout the year: School website, MCAS app, parent evenings etc.

RESPECTFUL

- Support staff at school to embed the behaviour policy in line with the home-school agreement.
- Treat all members of staff with professional courtesy and respect when involved in all communication.
- Attend all parents' evenings and wider school events, when able, to support progress and productive communication with staff
- Raise concerns through appropriate channels in a calm and respectful manner.

SAFE

- Support the school to implement all policies.
- Recognise the importance of strong attendance and engaging with the correct absence reporting process.
- Notify relevant staff if there are any safeguarding concerns.
- Engage positively with external agencies aimed to support their child's engagement with school

Supporting and Reinforcing Expectations

The expectations of **Ready, Respectful, Safe** are explicitly taught, modelled by staff, and reinforced through the school's rewards system. Where expectations are not met, they are addressed through the school's graduated consequence system, which is designed to be fair, proportionate, and restorative. These expectations apply to all students and are upheld consistently by staff as part of the school's commitment to high standards, inclusion, and safeguarding. Parents and carers are encouraged to support the school by reinforcing these expectations with their children.

5. Rewards and Celebration

Rewarding and praising students effectively is the main way to teach students what types of behaviour are valued, and support students modifying 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 **RESPECT** and demonstrating one or more of the ***Finham Values***: *Courageousness, Humility, Integrity, Kindness, Perseverance*

2. **Standards:** Displaying excellent application of being ***READY for learning*** 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.

6. 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 potential 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 afterschool.

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 your learning.

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.

7. 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.
    - For break/ lunchtime detentions student should have time to go to the toilet or eat/ drink.

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.
- Homework/coursework detentions will be set by the class teacher or subject leader.
- After school 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. 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 may receive an escalated consequence. 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 whole school detentions. Steudents are 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 are 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 return after they have sat their detention to support attendance.

8. 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 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.

Alongside national guidance the school strongly discourages the use of social media by students, particularly where it may impact wellbeing, relationships, or readiness for learning. Where there is evidence to show a student has used their mobile phone in the school day (e.g. through a social media exchange) it will be confiscated as per the behaviour policy. The school will not investigate or intervene in students' use of social media or mobile phones outside of school hours, as this falls under parental responsibility.

9. 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 - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement).

10. 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 of working with a member of staff away from timetables 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.

11. 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:

Searching, Screening and Confiscation Guidance (July 2022)

- 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.

Mobile communication technologies

- Students in Year 7 are not permitted to bring any Smart devices to school. They are listed as banned items in this behaviour policy.
- Students in Year 8-11 are permitted to bring a smartphone into school, but it must be switched off and in a bag between the hours of 8.45am – 3.15pm. Students in Years 8-11 are not permitted to have any other Smart device.
- Students in all year groups will be allowed to bring a non-Smartphone (commonly referred to as a brick phone) to school as long as it does not have access to the internet or social media
- If they choose to bring a brick phone to school, it must be switched off and kept in their bags for the duration of their school day.
- Phones that are permitted must not be seen at all during the school day and should be switched off in student's bags.
- Daily checks will be caried out in the mornings as well as throughout the day to ensure students follow these guidelines.
- Any phone seen or used during the day will be **confiscated** for a significant period of time. The confiscated period will increase across the academic year 2026/27 year:
    - Autumn term: 1 school week
    - Spring term: 2 school weeks
    - Summer term: 3 school weeks
- From September 2027 the confiscation period will remain at 3 school weeks.

- Please note – where a phone is confiscated and the confiscation period will run into a school holiday, the phone will be safely secured for the duration of that school holiday on school premises, and the confiscation period will continue once the new half term/term commences.
- If a basic non-smart phone is provided by the school, at the end of the confiscation period the student's own phone will be returned to the student once the school phone has been returned and any associated usage costs have been paid via ParentPay.
- During examinations, Year 11 students should give invigilators their mobile phones which will be returned at the end of the exam.
- Expectations are different for students in Years 12 and 13. These are clearly communicated by the sixth form team at the start of the academic year, and any adjustments to this will be communicated to students and parents/carers.

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. Searching, Screening and Confiscation Guidance (July 2022). We have also taken into account the recent government guidance in regards to smartphones in school - Mobile phones in schools - GOV.UK.

Mobile Phones

The key points that we have used when confirming our mobile phone policy can be found below:

- All schools should be mobile phone-free environments by default; anything other than this should be by exception only.
- The Department for Education (DfE) expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.
- There are a number of ways in which schools can ensure that they are mobile phone-free, and it is for headteachers to decide how best to achieve this within their own unique contexts.
- Schools should feel confident to use their power to confiscate mobile phones or similar devices as a disciplinary penalty where their policy is clearly breached, for instance where a mobile phone is used by a pupil or is heard ringing in a pupil's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.
- Headteachers are backed by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate.
- Headteachers, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for. Headteachers can and should identify mobile phones and similar devices as something that may be searched for in their school behaviour policy.

Banned items

There are some items that are banned from school site. This may be because of the danger they pose to the bearer or other students/staff, or because of the negative impact that they can have on learning and the smooth running of the schools. A list of banned items includes:

- Weapons such as knives or any items which may be used with intent to harm
- All knives, airguns, fireworks, and any other potentially offensive weapons
- All smoking materials including E-cigarettes and vapes
- All substances/materials open to abuse/misuse (i.e. drugs, solvents, other hazardous
- All alcoholic drinks
- Smart phones and any phones that are internet-enabled and/or have a camera (Full ban for Year 7 in 2026-27; Years 7-11 from 2027-28)
- Smartwatches
- Smart glasses and other smart devices
- Legal highs
- Sugary high-energy drinks
- Aerosol cans (including deodorants)
- Large sums of money (over £10) in cash form
- Any images or content which are in breach of the School's Acceptable Use Policy
- Chewing gum
- Laser pens
- Scooters
- Skateboards
- Any other 'craze' items which are deemed as a distraction to teaching, learning and the safe running of the school
- Correction fluid, e.g. Tipp-Ex
- Glass bottles

This is a non-exhaustive list, and any item that poses a danger of harm, or could have a negative impact on the learning of students, may also be banned.

Confiscation of banned/inappropriate items:

Items may be confiscated from students for the following reasons:

- an item that is banned from school
- 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 e.g. a 'brick' phone.
- 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

- In most cases confiscated items will 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).
- Where the confiscated item is a Smartphone or other Smart device, this will be handed in to reception and kept for the duration of the confiscation period (1 week in the Autumn term, 2 weeks in the Spring term and 3 weeks in the Summer term).
- 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.

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 smartphone.
- 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.

Refusing a search

- If a student refuses to be searched, this is typically a sign that they possess an item that is banned in school.
- A conversation will take place with the student explaining why a search takes place and the importance of maintaining a safe school.
- If a student continues to refuse, parents/carers will be contacted to secure their support.
- If the student continues to refuse, despite parental intervention, the school reserves the right to contact the local police, to support with a search.
- Failure to agree to a search or to hand over a banned item is considered to be a serious breach of our behaviour policy.

12. 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 the start of the day after registering. Students will be able to collect the correct uniform in exchange for an item of value. Item is returned at the end of the day when the uniform item is returned.
- 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 My Child At School (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 (Finham Park Uniform Policy) or speak to their child's mentor in the first 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.

13. 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 pen (black or blue)
- pencil
- ruler

We also recommend, to support learning in lessons, a range of coloured pens; pencil sharpener; rubber; glue stick and highlighters. Please note that we have now 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.

14. Use of force to control or restrain students

Please refer to DFE guidance:

Use of reasonable force and other restrictive interventions guidance

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

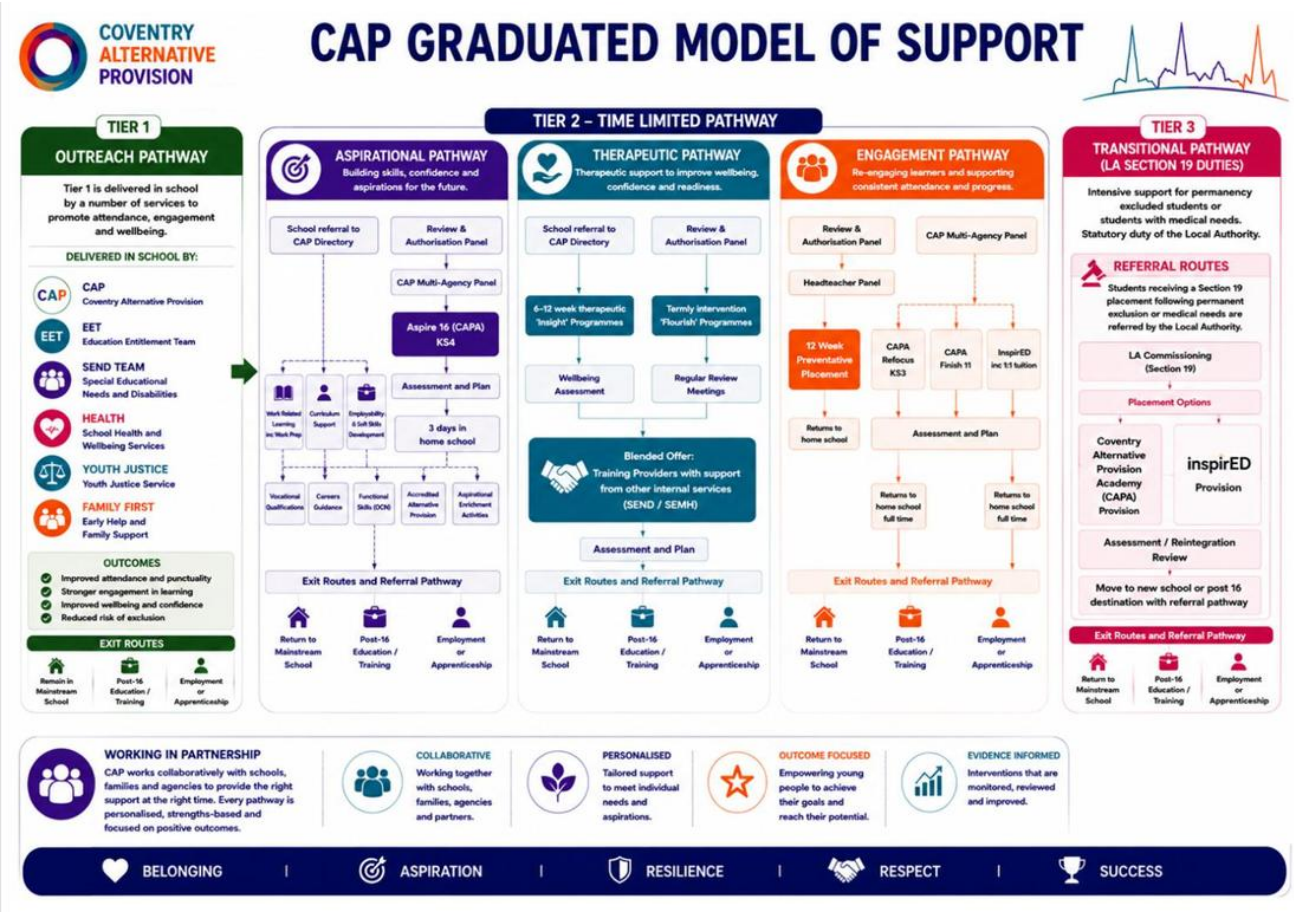
The school to follow all guidance on suspensions as laid out in the DfE guidance below:
Suspension and Permanent Exclusion Guidance (July 2026).

- 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.
- Headteacher's PA will produce and send suspension letters electronically.
- Letters must have reintegration meeting time and person who will be meeting parents / carers - 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 is regularly 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)

Finham Park School has a service level agreement with Coventry City Council to provide alternative provision opportunities for students where this is deemed appropriate. A summary of this model of support can be found below and on the website here - Coventry Alternative Provision (CAP) – Coventry City Council.



Permanent Exclusions

Guidance for Headteacher's in regards to permanent exclusions can be found in the document below.

Suspension and Permanent Exclusion Guidance (July 2026)

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:

Arranging Alternative Provision (February 2025)

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 to another school on a '6-week preventative placement'. This provision would not be a suspension event and would not be a long-lasting period.

Governor Review Panel

Reasons a Governor Review Panel may be convened:

- Persistent poor behaviour
- Serious one-off incidents
- Final warning from governors before offsite direction and/or permanent exclusion

Aim of Governor Review Panels:

- To act as a check that all appropriate steps have been taken to support students persistently behaving poorly, and as a potential precursor to permanent exclusion
- To provide an external check of school systems and processes in the case of individual students

Protocol:

- Before the meeting – The College Leader completes review documentation and submits to either the Deputy Headteacher or Assistant Headteacher
- Assistant/Deputy Headteacher to check paperwork
- Headteacher's PA to contact governors to ensure one governor is available and confirm the meeting time.
- Copies sent out to all stakeholders who are due to attend the meeting by headteachers PA at least 3 days before meeting. Covering letter to be included with time clearly stated.
- If child is on SEN register, a member of the SEN team will be in attendance. This is typically the Director of SEND.
- Parents to be called by College Leader after letter has been issued to ensure they can make the meeting.
- Meeting room to be booked by headteacher's PA
- During the meeting - Governor to chair meeting (agreed prior to meeting) using the following agenda. The headteacher may opt to chair the meeting instead of a governor if they have not attended a panel before.
- Headteacher's PA to minute meeting, type up and send to attendees within 5 working days of the meeting and ensure that electronic records are retained. This to include copy of the targets set and the agreement
- The length of meeting is intended to be around 30 minutes.

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	

Suspensions: • List date, length and reason	

Off- site direction:	

• Date, length of time, location and reason	

Strategies and interventions used so far (state whether successful or unsuccessful): i.e.: • Target cards • Parental meetings • Time out cards	

Agencies or support utilised if relevant: i.e. • CAMHS • Early Help • Social Services	

Interests/aspirations:	

Strengths/positive attributes:	

Suggested targets:	
Target 1:	
Target 2:	
Target 3:	

Written by R Morey and J Foxon July 2026

Reviewed by:	**James Foxon**	**December 2025**
Reviewed and Amended	**James Foxon**	**July 2026**

Approved by Governors: **September 2026**

Signed:



DAVID BEDFORD
Headteacher
Date: September 2026

Signed:



ANNE BRENNAN
Chair of Governors
Date: September 2026