



## **BEHAVIOUR POLICY**

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

### 1. Be consistent

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

### 2. Be positive

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

### 3. Relationships are vital

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



## 2. Our Behaviour Policy

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

[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)

### 1. Introduction

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

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

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

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

- ✓ there is a sense of pride, respect and responsibility 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 each individual achieving as high a standard as is possible in all areas of the curriculum.
- ✓ The school works towards and inclusive approach displaying 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. With a specific focus on more vulnerable learners including those disadvantaged and with an SEND profile

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

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



### 3. The Aims of the Behaviour Policy

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



### 3. Finham Park Values and lesson routines

Our School Code of Behaviour runs in parallel to *our core values of courageousness, perseverance, integrity, humility and kindness.*

Lesson routines follow **RESPECT**:

**Registration-** students are registered within the first 10 minutes of lessons

**Exit-** Students must only leave the lesson for a valid reason with a valid pass (e.g. time out or toilet pass). Students must not leave the lesson to fill up water bottles

**Start of Lessons-** Students are greeted at the door when possible and are given a simple settling task to complete

**Phones-** Mobile phones are away and should not be seen unless directed by the teacher

**Coats-** Students should be correctly dressed, including taking off outdoor coats

**Truancy-** In lesson truancy is followed up by subject staff, with time being made up with that staff member to complete the missing work.

### 4. Rewards and Celebration

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

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

#### How to get Reward Points?

Reward Points (stickers) are awarded to highlight Learning behaviour which is either above the normal and general expectation, or to recognise students consistently meeting world class basics linked to conduct in and out of lessons.

Staff should:

- ✓ Recognise opportunity to award reward points every lesson to any student deserving one, but ensure positive behaviours are recognised at least once a week where consistent standards of behaviour are met.
- ✓ record points (stickers) on the school's MIS (PARS)
- ✓ inform the student about why they have been rewarded.

Mentors should:

- ✓ Reward students weekly with mentor points for excellent attendance and punctuality, good ATL, no consequences, following the school rules and wearing good uniform

Additional points:



Can be awarded for consistently demonstrating expected levels of ATL / attendance or contributions above and beyond normal school expectations.

## Categories of rewards:

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

## Other ways of rewarding students:

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

**Awards Assembly** – For the half termly rewards assembly will be used to recognise a variety of positive behaviours including: outstanding individual contributions within wider curriculum areas, high standards of punctuality, attendance and engagement (ATL), certification for stickers earned. Mentors will also be asked to pick a student from their mentor group who is the star of the term. Star of the term post cards will be given in the rewards assembly.

**Postcards**- these can be sent out by college and subject areas on an ad hoc basis to recognise outstanding contributions.



## 5. Choices System

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

### Application of the Choices System

**Informal warning** and reminder of expected behaviour using positive classroom strategies.

**Choice 1 (C1):** Warning from teacher of how behaviour is not acceptable and its effect on learning. Remind of expected behaviour and use low level intervention to support positive engagement (e.g. positive framing or change of seat)

**Choice 2 (C2):** 2<sup>nd</sup> warning and reminded of expected behaviour; teachers should use relevant strategies amend behaviour and encourage positive engagement e.g. moving a student, time out.

**Choice 3 (C3):** Teacher sanction- subject detention. Record on pars and teacher communicates home, detentions completed within department. Other sanction- central detention. Automated email home to inform parents of sanction, detention completed next day. Restorative conversation between student and teacher.

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

**Choice 5 (C5):** Removal to Refocus by On Call staff – further consequences will apply where the behaviour merits this

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

The level to which students reach on the consequence system must be recorded on PARS e.g. If a student receives a C3, then the C3 must be recorded and the details of the C1/C2 recorded in the notes section. Students must be reminded of expected behaviour when a C1 to a C3 is issued.



## **C4 Fourth Choice**

### **Teacher / Mentor will :**

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

### **Rota Teacher will:**

- remind student of the behaviour expectations
- warn them that if they **choose to misbehave** they will receive a C5 and therefore they will be escalated to 'on call' to refocus and will receive further Sanctions,
- **Subject leader** should follow up by communication home, e.g. phone call, posted Notification of C4 Letter.
- **Subject Leader** ensures that a Restorative Meeting between student and staff takes place before the next lesson.

## **C5 Fifth Choice**

Student will be removed with on call member of staff and placed for a period of time to refocus until sanction and follow up is determined.

Subject teacher/subject leaders will log incident on PARS/SIMS

### **On Call Staff will:**

- warn them that if they **choose to misbehave** they will spend a longer period of time in refocus or receive a Suspension
- determine the length of time in the Refocus and the likely time of the student's return to lessons (in communication with relevant staff as needed- SLT/college team)

### **The Wellbeing Officer will:**

- Ensure the student is aware of what went wrong and the necessary steps required to put the situation right.
- Conduct a restorative conference with the teacher/student as necessary and when staff member is available.
- Ensure work is available for student to complete while working in refocus and also support students reflecting on behaviours and work through relevant activities within restorative justice room.
- Ensure all key information is logged on CPOMS and fed back to relevant staff, including College and Subject Leaders

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

- satisfactorily completed a Restorative Justice Activity to show they have reflected on their poor choices and misbehaviour.





- proved that they are ready to learn and can behave correctly.

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

- not be sent back into lessons and will continue in refocus
- the On Call member of staff will consult with Senior Leadership Team and if necessary the Headteacher to determine appropriate further sanctions e.g. receive a Suspension.



## 6. Detentions – A Restorative Approach

### The Law

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

### At Finham Park

- Staff should log the C3/C4 behaviour on PARS. 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.
- Staff will be on a rota to support detentions and expected to attend promptly and for the full duration of the detention
- In most cases homework/ coursework detentions will be set by the class teacher. These detentions can be set before, during (break and lunchtimes) or after the school day.
  - For break/lunchtime detentions student should have time to go to the toilet or eat/ drink.
  - Detentions during break or lunch should be between 5 and 20 minutes.
- When a student is given a 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.
- Activities during detentions must be aimed at making up lost learning or being restorative and/or reflective.
- **Whole-class detentions should be avoided**
- Students who are late to school will have their mobile phone removed on the gate and have to collect at the end of the day. Repeat incidents of poor punctuality will lead to a centralised detention withing the automated system logged by college/well-being team.



## **C3C and C4 Procedure**

- Staff will log the behaviour on PARS
- Parent/Carers will be informed of a 30 minute detention due to take place on the following school day.
- P6 teaching staff will be informed of any students due to have a detention each day to support with walking students to detention room (A32)
- Detentions will be in A32 and will, in most cases, be for 30 mins in the initial instance although can escalate to 60 mins for non-attendance
- Whilst attending the detention students will be marked as being present. Any students that were absent from school 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 will receive an escalated consequence, usually additional time the following day. Repeated missed detentions will lead to further escalations including: parental meetings, time spent in refocus, loss of social time or further bespoke interventions led by College Leaders and relevant members of the Senior Leadership Team.
- Detentions will be supervised by College Leaders and members of the senior leadership team on a fortnightly rotation.
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## **Behaviours around the school site including before and after school break and lunchtime**

- A student who is found misbehaving around the school site may be issued with a straight C3C and will do a centralised detention in A32 to the following day
- Students must not smoke or vape when in uniform and this includes the journey to and from school. Students caught smoking or vaping will receive a sanction. Where necessary time may be spent in refocus with the restorative justice lead working on anti-smoking / vaping material.

## **Power to discipline pupils for misbehaviour outside the school gate**

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

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



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

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

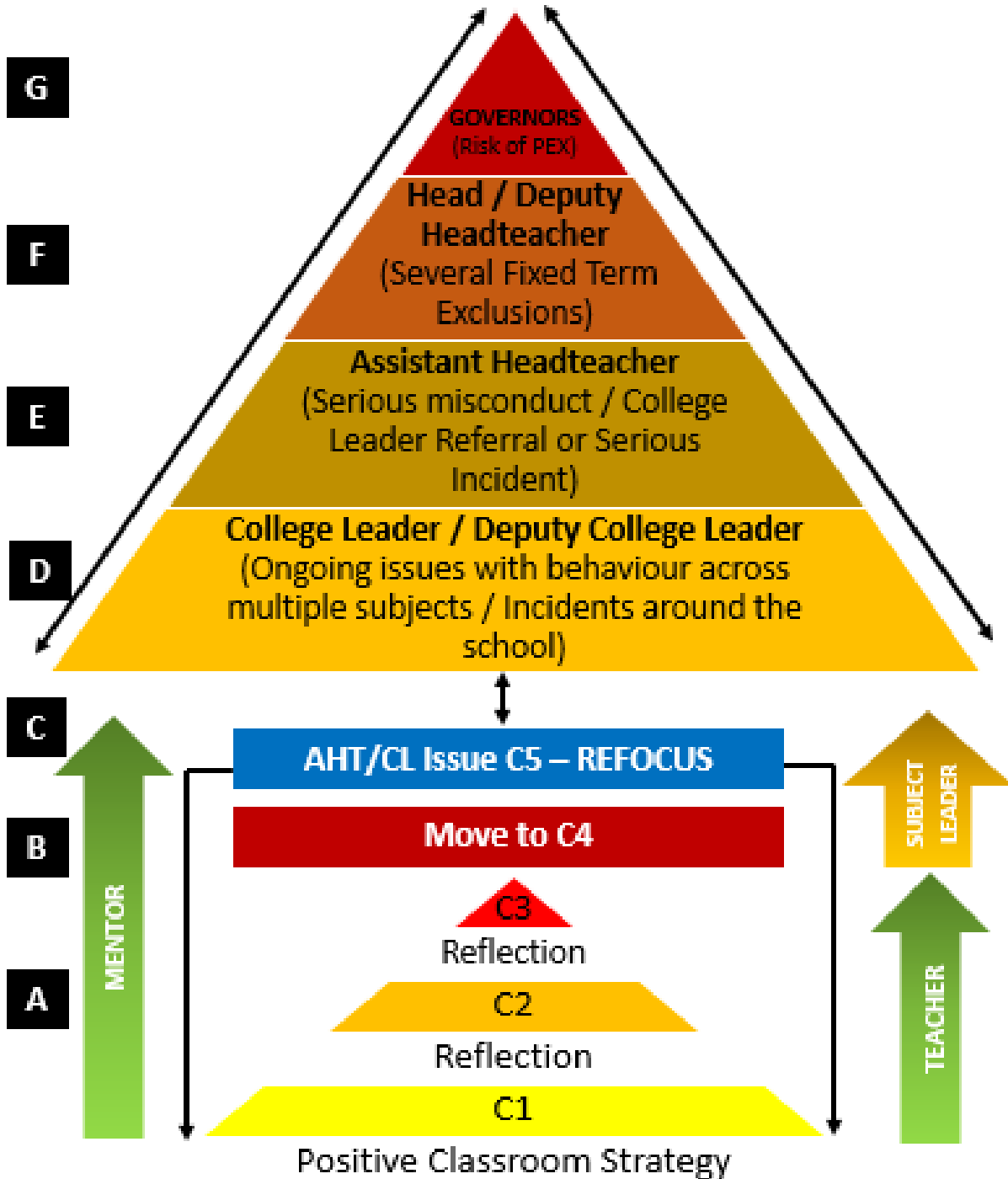
The behaviour of pupils outside school can be considered as grounds for exclusion.

## **Incident Procedure**

1. Teaching staff/Wellbeing officers ensure that student(s) have the opportunity to complete a statement of events
2. Wellbeing officers interview student(s), if necessary, to clarify statement and record notes
3. Statements to be passed to relevant member of staff – Mentor, Subject teacher/Leader, College Leader, Leadership Team member who is dealing with the incident with possible recommendations
4. Wellbeing officers to request support from relevant member of staff if necessary for more serious incidents. This could include 'on call' member of staff, college leaders or relevant members of the Senior Leadership Team.



## 7. Behaviour Pyramid





## Behaviour Pyramid Detail

### G – Governors

Governors' disciplinary panel – can lead to permanent exclusion.

### F – Head / Deputy Headteacher

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

### E – Assistant Headteacher

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

### D – College Leader / Deputy College Leader

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

### C – Refocus

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

### B – Subject Leader

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

### A – Teacher / Mentor

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



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

### Key points

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

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

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

### **Confiscation of inappropriate items: What this means for schools in practical terms What criteria for confiscation might be used by a school?**

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

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



## What to do with confiscated items

- Confiscated items should be handed in at reception for collecting no earlier than 3.15pm.
- For items of obvious value, this would be in the school safe- the item should have students NAME, MENTOR GROUP and YEAR written clearly on the item All reasonable steps should be taken to make such arrangements secure.
- If weapons or drugs are found on students a member of the leadership team (usually staff on call) should be called for immediately.

## Mobile communication technologies

- We advise students not to bring mobile phones into school, the loss of a mobile phone WILL NOT BE investigated in most cases
- 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, online quiz
- If mobile phones are seen, they will be confiscated (and handed into reception for safe storage until the end of the day – with name, mentor group and year written clearly on it) students are expected to collect these at 3.15pm
- 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 bring devices into school and/or having to hand devices in at the start of every school day.
- Searching and confiscation of any items will be conducted in accordance with DfE guidelines outlined in the document below. This does not require student or parent permission.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- The DfE's guidance also sets out the specific rules that must be followed during searches (eg, the sex of the searcher, the need for a witness and their sex, the location of the search, and what may be searched)
- In some circumstances it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyber bullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction.
- The staff member can, however, legitimately issue a consequence for failure to follow a reasonable instruction.

## How long should items be confiscated for?

- In most cases, confiscation is a sufficient sanction, and return of the item at the end of the school day is adequate time to reinforce the school rule.





- This also limits the chance of problems with loss of items while in the care of school staff.

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

- Under their general powers of discipline, staff may confiscate, retain or destroy/dispose of any item belonging to a pupil as a disciplinary sanction where it is fair, reasonable and proportionate to do so, taking into account their age, special educational needs and/or disability, and religious requirements.
- Confiscation as a sanction is different to confiscation of prohibited articles, alongside information about other sanctions used.
- Staff can use their discretion to confiscate, retain or destroy/dispose of any item that is not prohibited found during a search with consent.
- Staff must seize prohibited items or items that are evidence in respect of a criminal offence, and what must be done with them is contained in the Education and Inspections Act 2006 and in statutory guidance set out in the DfE's Searching, Screening and Confiscation guidance.
- Schools should consult this mandatory statutory guidance before deciding what to do with a prohibited item or an item that is evidence of a criminal offence.
- Seized may need to be given to the police.
- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, schools should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
- Items of value which the student should not have brought to school, or has misused in some way, might, if the member of staff judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter or vape to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking / vaping and how this can be addressed Searching students:
- Staff can search students who are suspected of carrying any items not allowed in school. HOWEVER, if at all possible it is usually good practice to inform parents of the search before searching a student
- A search should ALWAYS be carried by a member of staff of the same gender as the student.
- Another member of staff should also be present to avoid any accusations from students.
- However, a student might reasonably be asked to turn out their pockets or to hand over an item such as a personal MP3 player.
- A staff member can search a pupil with their consent (not their parent's consent) for any item.
- Consent can be obtained simply by asking the pupil to turn out their pockets, and them agreeing to do this. It does not have to be in writing.
- However, the ability to give consent will be influenced by age, maturity and other circumstances, and one issue that arises is that consent freely given can always be withdrawn.



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

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

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



## 9. 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 reception to receive a uniform loan for the day. Teaching staff should check uniform as students enter their room and ensure all uniform is in place prior to students' departure.
- Students without a tie, blazer or incorrect footwear go to reception to meet WBOs and collect the correct uniform in exchange for an item of value. Item is returned at the end of the day when the uniform item is returned.
- Students who are significantly out of uniform, without a note, could be removed to refocus for the day or sent home to change.
- College leaders or LT will take the decision to place a student in refocus with a note if they believe that the situation warrants it.
- 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 risk being internally excluded (refocus) or suspended 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 time to sort out incorrect uniform if needed, with communication to parent/carers, or may be sent home to change.
- A letter will go home every year informing parents of uniform and will be updated on the school website

If students/ parents/ carers are in doubt about what is suitable school wear they should consult the school website at [www.finhampark.co.uk](http://www.finhampark.co.uk) or speak to their child's mentor or college leader. <https://finhampark.com/wp-content/uploads/2023/12/Uniform-and-Dress-Code-policy-Sep-2023.pdf>

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

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.



## 10. Equipment

Students should be fully equipped for lessons. It is often the case that lack of equipment disrupts lessons and impacts on learning. Mentors should support all students to have the equipment they need to learn every day.

- Students who are *regularly* not equipped should be sanctioned by teaching staff and information logged on PARs
- College teams to work together on disciplining students who continuously lack equipment across the board. Mentors should inform College Leaders of these students through regular equipment checks in mentor time.



## 11. 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](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

#### **College Offices**

- ✓ At the start of the period of refocus the College Wellbeing officer will explain to the student the expectations required.
- ✓ Should a student break the rules they may receive further time, such as another day, in refocus or a suspension.
- ✓ Reintegration back to a lesson is a priority but will only be allowed when the student has reflected and suggested they can behave appropriately and are ready to learn.
- ✓ When in refocus the College Wellbeing Officer will support with restorative justice post incident and also support with the provision of work to support missed learning. This will usually involve direct communication with subject teachers
- ✓ Students **may not** be allowed to have break or lunchtimes with the rest of the school but will have the opportunity for appropriate rest/toilet breaks and also access to lunch as required.
- ✓ A decision on 'refocus' will be made by College Leaders and relevant members of the Senior Leadership team.

If the period of refocus follows a suspension:

College Leader/Wellbeing Officer to explain the purpose of the Reintegration Day, the expectations of behaviour and the sanctions that will be applied if these or the rules of the College Office are not met

- ✓ Restorative work between the student and subject teachers may also be required before the student returns to the relevant lessons- this should be organised by the College Wellbeing Officer.

#### **Joint Enterprise**

Students who encourage others to misbehave may receive the same punishment as those who misbehave. E.g. Cheering on a fight. 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

#### **Saturday Detentions**



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

## Suspensions

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

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](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.
- Head's PA will write and send suspension letters
- Letters must have reintegration meeting time and person who will be meeting parents-most returns from suspension will be convened by the CL. However, there will be occasions when it is more suited that the mentor, SL, or member of LT convenes the meeting.
- Students returning from suspension should follow the student passport to suspension reduction process (see below)
- Suspensions data to be monitored to look at trends in suspensions.

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

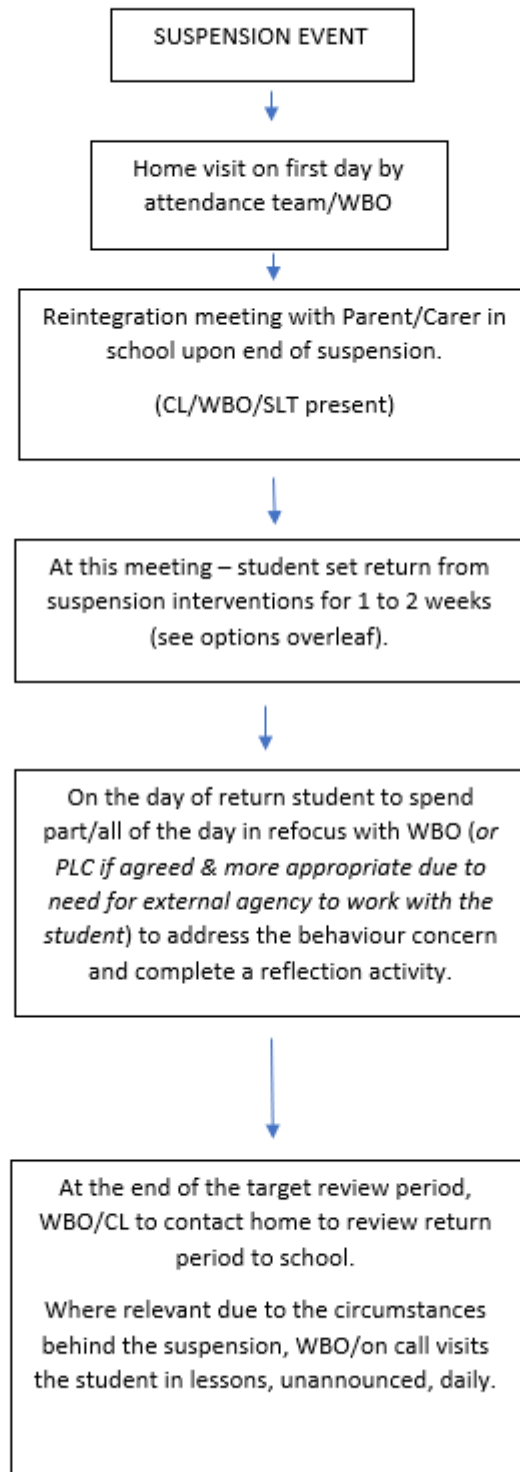
A Suspension means that a pupil is excluded from school for a fixed number of days and a date is set for a return to school. Whilst a pupil has a suspension, they should not return to the school premises, nor should they be in a public place during school hours. Repeated or serious offences can lead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

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

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



## Student passport to suspension reduction









## Appendix 1 – Suspensions (previously fixed term exclusions as below) and Permanent Exclusions

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

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

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

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

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

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

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

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

**Educational provision during the exclusion:**

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

**Reintegration interview:**

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

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

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

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



Head teacher or acting head decides to exclude permanently

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

Governing body and the LA must be informed without delay.

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

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

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

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

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



## Permanent Exclusions:

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

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

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

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

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

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

"A decision to exclude a pupil permanently should only be taken: in response to:

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



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

- Lawful
- Reasonable
- Fair
- Proportionate

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

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

## **Off-site direction**

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

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

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

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

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

The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010/22 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, academy trusts are also encouraged to follow this guidance.



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

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

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

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

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

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



## Appendix 2. Governors' Disciplinary Meeting

### Reasons for students to have a Governors' Disciplinary Meetings:

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

### Aim of Governors' Disciplinary Meetings:

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

### Protocol:

Before the meeting-

1. Pastoral Support Staff to complete file review and complete governors' review paperwork at least a week before the review- to include BfL report; Round Robin; up to date attendance print out; print out of any exclusions; Connexions report; any other relevant documents
2. Deputy Headteacher to check paperwork before it is sent out
3. Copies to be copied and sent out to governors and parents by Pastoral Support Staff at least 3 days before meeting. Covering letter to be included with time clearly stated (approximately 20-30 minutes should be allowed for each meeting)
4. Staff attending also to be sent a pack of paperwork by Pastoral Support Staff
5. Pastoral Support Staff to check with PLC Manager to see if they need to attend meeting or other support service needs to attend
6. Parents to be called by Pastoral Support Staff to ensure they can make the meeting
7. Heads PA to call governors to ensure 2 or 3 are available
8. Meeting room to be booked by Pastoral Support Staff.
9. Refreshments to be available for attendees on the day (Pastoral Support Staff)

During the meeting-

Governor to chair meeting using the following agenda:

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

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



## **BEHAVIOUR POLICY**

Written by F Kiddy & R Plester

Reviewed by R Downie:

July 2020

Reviewed by R Downie:

May 2021

Reviewed by B Dugdale:

May 2022 and Dec 2022

Reviewed by J Foxon

February 2024

Approved by Governors:

Mr C Bishop  
Headteacher

Date: March 2024

Ms Anne Brennan  
Chair of Governors

Date: March 2024