



**To nurture each individual's aspirations and talent
To provide outstanding learning experiences and opportunities
To promote respect for one another and the environment
To encourage collaboration and partnership**

BEHAVIOUR AND EXCLUSION POLICY

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1. PURPOSE

Good behaviour is necessary for effective learning to take place. The Governing Body and Staff of Farmor's School are committed to the personal development and successful academic achievement of every student. The behaviour policy is to set out the framework for promoting positive behaviour, including the use of rewards and sanctions. This should be read in conjunction with Behaviour Management Protocols published annually in the Behaviour and Attendance Staff Handbook.

The behaviour policy and associated handbook for staff are intended to ensure that we:

- Promote good behaviour and attitudes that enable all students to achieve their potential.
- Allow staff to teach challenging, inspirational lessons in a calm, purposeful environment.
- Promote self-esteem, self-discipline, respect for others and positive relationships.
- Ensure consistency and fair treatment for all.
- Promote inclusion at all levels.
- Provide a safe and secure environment for staff and students.
- Encourage students to take responsibility for their own behaviour and learning.

The policy takes into account Department for Education advice for headteachers and school staff, *Behaviour and Discipline in Schools* 2014 and the statutory guidance *School Exclusion* 2012. The policy acknowledges the schools' legal duties under the *Equality Act* 2010, in respect of safeguarding and in respect of students with special educational needs.

2. RELATIONSHIP TO OTHER POLICIES

The behaviour management policy links to other school policies, including:

- The Anti-bullying Policy
- The Safeguarding Children Policy
- The Misuse of Substances Policy
- The Equality and Diversity Policy
- The Special Educational Needs and Diversity Policy
- The Teaching and Learning Policy
- The Staff Handbook
- The Bus Code of Conduct
- The 6th form Code of Conduct
- Sixth Form Student Conduct Protocol

3. SCOPE

Our expectations for behaviour and ability to reward or sanction relate to all behaviour of Farmor's School's students. This covers students on the school site, outside school on any organised or school related activity, travelling to or from school, at any time when a student is wearing school uniform or in some other way identifiable as a pupil at the school. It covers behaviour at any time that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Any incidents of disruptive behaviour, rudeness, violence, bullying, verbal or physical abuse (including racist, sexist, homophobic and other 'hate' speech), threatening behaviour or vandalism will be investigated fully and dealt with according to the specific circumstances.

4. DEFINITIONS

Defiance: When a student refuses to comply with a reasonable request from a member of staff, or adult in a position of authority.

Serious misconduct: When a student's behaviour impacts significantly on the good order of the school. This can include, but is not limited to: a threat of, or actual violence, against a member of staff; assault of a student; repeated defiance; dangerous behaviour; bringing prohibited items into school.

Detention: When a student is expected to sit in silence for a period of their free time either during or after the school day. Staff have the legal power to impose detention in and outside of school hours; this is defined as after any school day when the student is present and Inset days. Parental consent is not legally required for detention, however we will usually give twenty four hours' notice if the student is to be detained after school, or on an Inset day.

Isolation: When a student is withdrawn from their lessons and / or break periods for a fixed period of time to work in silence. This may or may not take place in the pastoral centre. There is no requirement to inform parents prior to the punishment; however for planned isolations this will usually be the case.

Fixed Term Exclusion: A student's education at Farmor's School is withdrawn for a fixed period of time. During this time the student must be supervised by a parent, or their designated responsible adult, and are not legally allowed to be in a public place (including Farmor's School) without reasonable justification.

Permanent Exclusion: A student is removed from the school role, no longer educated at Farmor's School and is not allowed back on the school site, without invitation.

5. PRINCIPLES, RESPONSIBILITIES AND OPERATIONAL GUIDANCE

5.1 Prevention

It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

The standards of behaviour (the Code of Conduct in Lessons, and our School Expectations written by the school council) are publicised in both student handbooks and on classroom walls. The sanctions for breaking the classroom code of conduct are also displayed on classroom walls.

5.2 Rewards

Farmor's School has a rewards system that recognises and reinforces good behaviour and encourages and rewards students who apply themselves and behave in a commendable way. Rewards are central to the schools' ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within the school community.

5.3 Confiscation

Staff can confiscate and retain student property if their possession of this breaks school rules about what is allowed in a school setting and/or if said property is causing disruption to learning.

Any member of staff at Farmor's School is authorised by the Headteacher to search a student's bag, locker, pockets, outer clothing or electronic device, without consent, for

prohibited items. When conducting a search two members of staff, the same sex as the student where practicable, should be present. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. If searching a bag or locker the search should be done in front of the pupil.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs or related paraphernalia
- stolen items
- tobacco, cigarette papers (including e-cigarettes and ‘vapes’) or related paraphernalia
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

Any illegal items found will either be handed into the police or disposed of, according to DfE guidance. Prohibited items will not be returned to the student. Parental permission is not required before a search; however the pastoral team will inform a parent/carer after any search.

5.4 Use of reasonable force

Any member of staff at Farmor’s School is authorised by the Headteacher to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. They may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A student refusing to co-operate with a search, or exhibiting behaviour to prevent a search will be treated as defiant and be placed in isolation.

5.5 Support

The school will ensure that comprehensive and flexible measures to support students to change patterns of inappropriate behaviour are taken. These include Behaviour Support Programmes (BSPs) for students who have not responded to earlier light touch interventions. Counselling, work placements and support from external agencies may be explored through these meetings in addition to support for parents to challenge poor behaviour at home if appropriate.

Students whose behaviour puts them at risk of repeated fixed-term exclusions, or permanent exclusion will be supported with a Pastoral Support Programme (PSP). The PSP provides a mechanism for monitoring behaviour closely to ensure parent/carer, the pastoral team and relevant external agencies are all aware of the student’s issues and in the best position to support the student. This process will normally include a school governor to keep the governing body informed of the possible permanent exclusion.

Students who are removed from a classroom will be given an opportunity to reflect on the actions that led to the removal. A supervised repair and restore meeting will take place between the teacher and the student to review the incident, ensure the student knows what behaviour led to the removal, and to affirm commitment to a positive working relationship for future lessons together.

5.6 Sanctions (Years 7 – 11)

Poor behaviour must be addressed and all staff have a professional obligation to highlight and help students improve their behaviour. All paid staff with responsibility for students have statutory authority to discipline students whose behaviour is unacceptable in line with the Staff Handbook.

All punishments must be fair, reasonable, proportionate and not in breach of any legislation such as that in relation to equal opportunities and discrimination. Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the action not the individual that we are reacting to.

Staff may set a detention for a number of issues including, but not restricted to: poor behaviour in or out of lessons, a lack of effort in class, persistent lack of homework, persistent breaches of the uniform code or lateness to lessons.

Students may be placed in ‘isolation’ as a sanction for poor behaviour for up to 3 school days. With this sanction, students complete their normal lessons’ work and spend break and lunchtimes under supervision, separated from their peers in a room that ensures the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. Pupils will be given time to eat and drink and have access to the toilet. Further time will be allocated in isolation should a student’s behaviour not be acceptable during this sanction; serious defiance during isolation, or refusal to go into isolation, will usually result in a fixed-term exclusion.

5.7 Sanctions (Years 12 and 13)

The sanctions detailed above are not applicable for students in Years 12 and 13. Students in these year groups are expected to follow the Sixth Form Code of Conduct which details similar expectations for behaviour in lessons and about the school site, but reflects the increased trust and responsibility the school has in our older students. A breach of the code results in a student being placed on a behaviour stage as detailed in the Sixth Form Student Conduct Protocol.

5.8 Exclusions (Years 7 – 13)

For serious misconduct, or repeated lesser misconduct, any student at Farmor’s School may be excluded for a fixed period. Only the Headteacher has the authority to exclude a student. The decision to exclude will be made on civil standard of proof (ie: a ‘balance of probabilities’) after weighing up all of the evidence collected about the incident(s). Fixed-term exclusions may be used alongside ‘isolation’ time in school, in certain circumstances, particularly whilst any investigation into an incident is ongoing.

The total number of fixed-term exclusion days may not exceed 45 days in any one school year. A parent has the right to request a Governor’s panel if a student reaches 6 days of exclusion in any one term. If a student reaches 16 days of exclusion in any one term a Governors’ disciplinary panel must be convened.

Where a fixed-term exclusion is issued:

- A parent / carer of the student will be informed of the length and reason by telephone
- The Headteacher will write to the parent / carer to formally notify them of the exclusion and inform them of their rights and responsibilities
- The school will provide work for the student if the fixed-term exclusion is for more than one day

At the end of a fixed-term exclusion, a readmission meeting is convened before the student may return to lessons. Readmission meetings are usually led by the Headteacher, or Assistant

Headteacher (Pastoral) with the student, their parent / carer and the Head of Year. The purpose of the readmission meeting is to review the offence that led to the exclusion as well as the provision in place to support the student's behaviour. If the Headteacher/ Assistant Headteacher is satisfied the student has learnt from the offence and will try their hardest to ensure it will not be repeated, the student will be readmitted to the school.

Permanent Exclusion may be considered at the discretion of the Headteacher, taking in to account mitigating circumstances and context of the offence/s, for a number of offences included, but not limited to:

- use of or possession of weapons, including knives and bladed items
- possession of drugs, their distribution, possession with the intention to distribute or buying/selling whilst at school, or travelling to or from school
- serious threats of and actual violence
- persistent or serious instances of bullying
- persistent breaches of the school rules
- where the school believe that a child's presence in the school represents a serious threat to others or serious disruption to the learning of others.

It is the responsibility of the Headteacher to:

- regularly inform the student's parents/ carers of new decisions and developments in the case, the parent/ carer's rights of appeal and where they may seek further advice
- make arrangements for the continuing education of the student
- convene a panel of governors to review the decision to permanently exclude
- Invite the student and a representative to a disciplinary hearing

6. CONSULTATION

This policy was written in consultation with the governors, the Senior Leadership Team and the Pastoral Leadership Team.

The Department for Education guidance can be found through the following links:

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

7. MONITORING, REPORTING AND EVALUATION

Members of the Senior Leadership Team will monitor behaviour incidents, rewards and sanctions and draw conclusions from patterns seen year on year, adjusting protocols accordingly if necessary. Analysis will be shared with the Governing Body.

In addition, Behaviour Protocols are monitored and reviewed by the Pastoral Leadership Team regularly throughout the year, amending practice if deemed necessary.

This policy will be reviewed and updated every 2 years.