



## **Integrity, Fellowship and Endeavour**

# **BEHAVIOUR AND EXCLUSION POLICY**

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## **1. PURPOSE**

- 1.1 Good behaviour is necessary for effective learning to take place. The Governing Board and staff of Farmor's School are committed to the personal development and successful academic achievement of every pupil. The behaviour policy sets out the framework for promoting positive behaviour including the use of rewards, and sanctions when pupils do not follow the rules.
- 1.2 Staff should read this in conjunction with Behaviour Management Protocols published annually in the Behaviour and Attendance Staff Handbook.
- 1.3 The Behaviour and Exclusion Policy is intended to ensure that we:
  - 1.3.1 promote good behaviour and attitudes that enable all pupils to achieve their potential;
  - 1.3.2 allow staff to teach challenging, inspirational lessons in a calm, purposeful environment;
  - 1.3.3 promote self-esteem, self-discipline, respect for others and positive relationships;
  - 1.3.4 ensure consistency and fair treatment for all;
  - 1.3.5 promote inclusion at all levels;
  - 1.3.6 provide a safe and secure environment for staff and pupils; and
  - 1.3.7 encourage pupils to take responsibility for their own behaviour and learning.
- 1.4 The policy has due regard to all relevant legislation and statutory guidance including, but not limited to:
  - 1.4.1 DfE *Use of reasonable force* 2013
  - 1.4.2 DfE *Special educational needs and disability code of practice: 0 to 25 years* 2015
  - 1.4.3 DfE *Mental health and behaviour in schools* 2018
  - 1.4.4 DfE *Behaviour in schools: Advice for headteachers and school staff* 2022
  - 1.4.5 DfE *Keeping children safe in education* 2022
  - 1.4.6 DfE *Searching, Screening and Confiscation: Advice for schools* 2022
  - 1.4.7 DfE *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* 2022
  - 1.4.8 The school's legal duties under paragraph 7 of the schedule to the *Education (Independent Schools Standards) Regulations* 2014 with respect to the safeguarding and promoting the welfare of pupils
  - 1.4.9 *The Equality Act* 2010 in respect of eliminating discrimination
  - 1.4.10 *The Education Act* 1996
  - 1.4.11 *The Education Act* 2002
  - 1.4.12 *The Children and Families Act* 2014
  - 1.4.13 *The Special Educational Needs and Disability Regulations* 2014 in respect of pupils with special educational needs.
  - 1.4.14 NPCC *When to call the police* guidance for schools
  - 1.4.15 *Behaviour and Discipline in schools: Guidance for Governing Bodies*, 2015

## **2. RELATIONSHIP TO OTHER POLICIES**

- 2.1 This policy links to other school policies, including the:

- 2.1.1 Anti-bullying Policy;
- 2.1.2 Safeguarding Children Policy;
- 2.1.3 Misuse of Substances Policy;
- 2.1.4 Equality Information and Objectives Statement;
- 2.1.5 Online Safety Policy
- 2.1.6 Special Educational Needs and Disabilities Policy; and
- 2.1.7 Teaching and Learning Policy.

2.2 This policy links to the following conduct documents:

- 2.2.1 The Bus Code of Conduct
- 2.2.2 The 6<sup>th</sup> Form Code of Conduct
- 2.2.3 Sixth Form Student Conduct Protocol
- 2.2.4 ICT Acceptable Use Protocol
- 2.2.5 Staff Behaviour and Attendance Handbook

### **3. SCOPE**

- 3.1 Our expectations for behaviour and our ability to reward or sanction relate to all behaviours of Farmor's School's pupils when:
  - 3.1.1 on the school site, whether within a timetabled lesson or not;
  - 3.1.2 outside school on any organised or school related activity;
  - 3.1.3 travelling to or from school without a parent or carer;
  - 3.1.4 at any time when a pupil is wearing school uniform or in some other way identifiable as a pupil at the school;
  - 3.1.5 at any time that could have repercussions for the orderly running of the school;
  - 3.1.6 it could pose a threat to another pupil, member of staff or member of the public; or,
  - 3.1.7 it could adversely affect the reputation of the school, including activity on any social media platform.
- 3.2 For any non-criminal behaviour outside of the school's jurisdiction, seen by staff or reported to the school, parents will be informed.
- 3.3 At Farmor's School we recognise and value the differences between pupils, their right to be individuals and their right to study and learn without disruption from others. Any incidents of disruptive behaviour, rudeness, violence, bullying, verbal or physical abuse (including racist, sexist, homophobic and other 'hate' speech online or in person), threatening behaviour, unwanted sexualised behaviours (including sexual violence or harassment and peer on peer abuse) or vandalism will be investigated fully and dealt with according to the specific circumstances.
- 3.4 All paragraphs in this policy refer to years 7-13, unless stated otherwise

### **4. DEFINITIONS**

- 4.1 Certain terms used in this policy are defined below:

- 4.2 Good behaviour:
- 4.2.1 pupils do not disrupt the learning environment in the classroom
  - 4.2.2 pupils do not disrupt the good order around the school site
  - 4.2.3 pupils do not partake in activities that are unsafe or harmful for them or other members of the school community
  - 4.2.4 pupils follow instructions given by a member of staff or an adult in a position of authority.
- 4.3 Poor behaviour is any behaviour that may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:
- 4.3.1 Lateness
  - 4.3.2 low level disruption, including talking in class
  - 4.3.3 failure to complete classwork
  - 4.3.4 rudeness to staff or other pupils
  - 4.3.5 lack of correct equipment (pen, pencil, ruler, rubber, calculator)
  - 4.3.6 refusal to complete homework, incomplete homework or missing a homework deadline.
  - 4.3.7 disruption on public or home/school transport
  - 4.3.8 use of mobile phone without permission
  - 4.3.9 graffiti
- 4.4 Defiance, when a pupil refuses to comply with a reasonable request from a member of staff, or adult in a position of authority.
- 4.5 Removal from a lesson: Teachers use a '3 strikes system' to control behaviour in a lesson; should a student reach the third poor behaviour 'strike' they will be removed from the lesson and be placed in the pastoral centre. For serious misconduct in a lesson the first two strikes are not necessary.
- 4.6 Serious misconduct: When a pupil'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 pupil; repeated defiance and swearing at staff; dangerous behaviour; bringing prohibited items into school; wilful damage to school property.
- 4.7 Discrimination: not giving equal respect to an individual on the basis of age, disability, transgender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- 4.8 Hate crimes are acts of violence or hostility directed at people because of who they are.
- 4.9 Bullying: a deliberate act which results from a conscious desire to harm, threaten or intimidate someone. This behaviour is repeated or sustained over time and can be targeted at a specific individual or group.
- 4.10 Cyber bullying: the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- 4.11 Detention: When a pupil 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; which is defined as after any school day when the pupil is required to be present, Inset days and weekends except the weekend preceding or following the half term break. Parental

consent is not legally required for detention; however we will usually give a minimum of twenty four hours' notice if the pupil is to be detained after school, or on an Inset day. We do not usually impose detentions at weekends.

- 4.12 Isolation: When a pupil 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.
- 4.13 Suspension (formally known as a Fixed Term Exclusion): A pupil's education at Farmor's School is withdrawn for a fixed period of time. During this time the pupil 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.
- 4.14 Permanent Exclusion: A pupil is removed from the school roll, no longer educated at Farmor's School and is not allowed back on the school site, without invitation.

## **5. PRINCIPLES AND RESPONSIBILITIES**

### **5.1 PRINCIPLES**

- 5.1.1 Safety: Students are required to be 'under the control of the school' to ensure their own safety and the safety of others. This means that they follow any reasonable instruction by any member of staff.
- 5.1.2 Education: It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. This requires poor behaviour to be challenged when it occurs.
- 5.1.3 Response: Pastoral staff work closely with pupils, following poor behaviour incidents, to guide them on appropriate responses to negative stimuli.

### **5.2 RESPONSIBILITIES**

- 5.2.1 Parents are responsible for:
  - a) supporting their child in adhering to the school rules and reinforcing this at home;
  - b) informing the school of any changes in circumstances which may affect their child's behaviour;
  - c) effective monitoring of their child's social media accounts and phone activity;
  - d) behaviour of their child online, though school will take appropriate action if this affects other members of the school community in school;
  - e) their own behaviour both inside and outside of school;
  - f) reporting any unacceptable behaviour to a member of staff; and
  - g) treating other members of the school community with respect.
- 5.2.3 The standards of behaviour and our School Charter written by the school council to support behaviour for learning (Appendix B), are publicised in both pupil handbooks and on classroom walls. The sanctions for breaking the classroom code of conduct are also displayed on classroom walls.

## **6. OPERATIONAL GUIDANCE**

### **6.1 The Pastoral Curriculum**

- 6.1.1 Positive behaviour is taught as part of the Pastoral Curriculum, this includes, but is not limited to:
  - a) routines for starts and end of lessons;
  - b) calm and orderly transitions between lessons;

- c) what behaviours are acceptable and what are not;
- d) treating other people with respect; and
- e) induction for new in year admissions students and on transfer from year 6.

6.1.2 This policy forms part of the pastoral curriculum, setting expectations and appropriate standards of behaviour and attitudes for pupils to be familiar with as young adults.

## **6.2 Rewards**

6.2.1 At Farmor's School we recognise that success promotes motivation to work harder. Some pupils regularly have intrinsic motivation and rarely need extrinsic rewards to maintain their motivation. 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.

6.2.2 Good effort in years 7-11 is rewarded by direct interaction with pupils, or communication with a parent or carer in the following ways:

- a) Merits;
- b) Summer term pastoral trips;
- c) Praise postcards;
- d) Electronic postcards;
- e) Emails; and
- f) Phone calls home.

## **6.3 Managing poor behaviour**

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

6.3.2 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 not administered in anger and works best when it is applied thoughtfully and consistently. A distinction is drawn between the poor behaviour and the individual; it is the action not the individual that draws a sanction.

## **6.4 Support**

6.4.1 If a pupil does not meet our effort expectations in a number of lessons at formal reporting points, we will meet with parents and the pupil to work together to address the causes of the poor effort or progress.

6.4.2 Pupils 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 pupil to review the incident, ensure the pupil knows what behaviour led to the removal, and to affirm commitment to a positive working relationship for future lessons together.

6.4.3 When a pupil demonstrates persistent poor behaviour the school will consider whether the pupil's misbehaviour could be linked to the pupil suffering, or being likely to suffer, significant harm. In this case, the school will follow the Safeguarding Children Policy. The school will also consider whether persistent poor behaviour could be the result of unmet educational or other needs. If the school considers this may be the case a GCC early help Myplan for the graduated pathway will be arranged.

6.4.4 The school will ensure that comprehensive and flexible measures to support pupils to change patterns of inappropriate behaviour are taken. These include Behaviour Support Programmes

(BSPs) for pupils who have not responded to earlier lighter touch (eg a report card) interventions. Counselling, work placements and support from external agencies may be explored through a series of meetings in addition to support for parents/carers where appropriate.

6.4.5 A pupil whose behaviour does not improve or escalates may put themselves at risk of repeated suspensions, or permanent exclusion. In this instance the pupil will be supported with a Pastoral Support Programme (PSP). The PSP provides a mechanism for monitoring behaviour closely to ensure parents/carers, the pastoral team and relevant external agencies are all aware of the pupil's issues and in the best position to support the pupil. This process will normally include a school governor to keep the governing board informed of the possible permanent exclusion.

6.4.6 A pupil on a PSP, who appears stuck in a cycle of poor behaviour and suspensions, may benefit from a fresh start at another school. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary and agreed with all parties involved.

## **6.5 Sanctions (Years 7 – 11)**

6.4.1 All sanctions for poor behaviour are now arranged and supervised centrally. For years 7-11 these include:

- a) 10 minute time out to calm down and reflect (issued by any member of staff);
- b) removal from lesson (issued by any teaching member of staff);
- c) lunch time or after school detention (authorised by a Head of Year);
- d) community service (authorised by a Head of Year);
- e) isolation (authorised by an assistant headteacher);
- f) suspension (authorised by the headteacher); and
- g) permanent exclusion (a governing board panel must meet to ratify a permanent exclusion).

6.4.2 Sanctions for missed homework are agreed and coordinated by Heads of Department.

6.4.3 If a student fails to turn up or fails to behave in a sanction the punishment will escalate as follows:

- a) lunch time detention;
- b) lunch time isolation;
- c) after school detention;
- d) isolation; and
- e) suspension.

6.4.4 Consent is not required for any sanction issued by the school, however parents will be informed of any after school detention, isolation or suspension issued.

6.4.4 The pastoral team monitors sanctions attendance and the number and frequency of a pupil's sanctions. This will lead to interventions and support (see paragraph 6.10) if necessary.

6.4.5 Pupils may be placed in 'isolation' as a sanction for repeated poor behaviour, defiance or more serious incidents. In practice this is usually for one day though can be up to three days depending upon the severity of the incident. With this sanction, pupils 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 pupil's behaviour not be acceptable during this sanction; serious defiance during isolation, or refusal to go into isolation, will usually result in a suspension.

## **6.5 Sanctions (Years 12 and 13)**

The sanctions detailed in section 6.4 are not applicable for pupils in Years 12 and 13. Pupils 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 pupils. A breach of the code results in a pupil being placed on a behaviour stage as detailed in the Sixth Form Student Conduct Protocol.

## **6.6 Suspensions (formally known as Fixed Term Exclusions) for all year groups**

- 6.6.1 For serious misconduct, including swearing at a member of staff, not being under the control of the school, or repeated lesser misconduct, any pupil at Farmor's School may be suspended for a fixed period. Only the Headteacher (or the nominated deputy in their absence) has the authority to suspend a pupil. The decision to suspend will be made by applying the civil standard of proof (ie: a 'balance of probabilities') to the evidence collected about the relevant incident(s) and taking into account any contributing circumstances (eg. bereavement, bullying or mental health issues). Any decision to suspend made must be lawful, rational, reasonable and proportionate.
- 6.6.2 The Headteacher will not suspend a pupil based on their academic performance, however a suspension may be considered for a pupil repeatedly disobeying academic instructions (defiance)
- 6.6.3 Suspensions may be used alongside isolation time in school, in certain circumstances, particularly whilst any investigation into an incident is ongoing.
- 6.6.4 The total number of suspension days for a pupil may not exceed 45 days in any one school year.
- 6.6.5 If a pupil reaches more than 5 days of suspension in any one term (one year being split into three terms), a parent has the right to request that a Governor's Disciplinary Panel be convened to review the situation. If a pupil reaches more than 15 days of suspension in any one term a Governors' Disciplinary Panel must be convened.
- 6.6.6 Where a suspension is issued:
- a) a parent / carer of the pupil will be informed of the length and reason by telephone;
  - b) the Headteacher will write to the parent / carer to formally notify them of the suspension and inform them of their rights and responsibilities, including how to contact the school's Governing Body; and
  - c) the school will provide work for the pupil if the suspension is for more than one day
- 6.6.8 At the end of a suspension, a readmission meeting is convened before the pupil may return to lessons. Readmission meetings are usually led by the Headteacher, or Assistant Headteacher (Pastoral) with the pupil, their parent / carer and the Head of Year. The purpose of the readmission meeting is to review the offence or offences that led to the suspension as well as the provision in place to support the pupil's behaviour.
- 6.6.9 The Headteacher has the authority to exclude a pupil permanently, as a last resort, in response to a serious breach or persistent breaches of this policy and where allowing the pupil to remain in the school could seriously harm the education or welfare of the pupil or other people in the school. In reaching the decision, the Headteacher will take into account mitigating circumstances and the context of the offence(s).
- 6.6.10 Offences which may lead to permanent exclusion include, but are not limited to:
- a) use of or possession of weapons, including knives and bladed items;
  - b) possession of drugs, their distribution (whether or not for money), possession with the intention to distribute or buying/selling whilst at school or any other settings detailed in paragraph 3.1;
  - c) consumption of controlled substances whilst at school or any other settings detailed in paragraph 3.1;
  - d) serious threats of or actual violence;



- e) persistent or serious instances of bullying;
- f) persistent breaches of this policy;
- g) where the school believes that a child's presence in the school represents a serious threat to others or serious disruption to the learning of others.

## **6.7 Confiscation**

6.7.1 Staff can confiscate a pupil's property:

- a) if their possession of this breaks school rules about what is allowed in a school setting; and/or
- b) under the school's general power to discipline pupils for misbehaviour: for example if the property concerned is causing disruption to learning.

6.7.2 Pupils are allowed to bring a mobile phone to school, however during the school day it should be turned off and kept in a bag or locker. Phones seen or heard during the day will be confiscated and locked in Student Services to collect at the end of the day. Repeated confiscations require a parent to collect the phone and a detention will be given.

6.7.3 Any member of staff at Farmor's School is authorised by the Headteacher to search a pupil'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 pupil 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 if 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.

6.7.4 Prohibited items include:

- a) knives and weapons, including replica weapons;
- b) alcohol;
- c) illegal drugs (or related paraphernalia), other controlled substances and so called 'legal highs';
- d) stolen items;
- e) tobacco, cigarette papers, e-cigarettes, vapes and related paraphernalia;
- f) fireworks;
- g) pornographic images, including electronic images in breach of the ICT acceptable use policy'
- h) any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

6.7.5 Any illegal items found will either be handed into the police or disposed of, according to DfE guidance (see para 1.4f). Prohibited items will not be returned to the pupil. Parental permission is not required before a search; however the pastoral team will inform a parent/carer after any search.

## **6.8 Use of reasonable force**

6.8.1 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 items detailed in 6.7.4.

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

## **6.8 Reporting incidents**

- 6.9.1 The following incidents will always result in contact home:
- removal from a lesson;
  - behaviour resulting in a formal detention, isolation or suspension;
  - when a student has been involved in a fight; and
  - when a student has sustained a head injury.
- 6.9.2 We formally report home a student's effort in all subjects three times per year, this also includes the following information:
- number of 2<sup>nd</sup> warnings in class;
  - number of missing equipment marks; and
  - number of missed homework assignments.
- 6.9.3 We will not generally report home one off incidents from 6.9.2 as they occur, unless they become a regular occurrence.
- 6.9.4 Subject teachers, or their Heads of Department, may call home to work with parents on improving the student's attitude or engagement in their subject or following repeated patterns of low level disruption. A Head of Year may call home if there are poor behaviour patterns in a number of subjects (see support section).
- 6.9.5 We are guided by the NPCC latest guidance on when to call the police following an incident in school. In principle this is when there are aggravating factors such as a weapon, a hate element or the incident involves people from outside the school community.
- 6.9.6 The reporting for any incidents using controlled substances are referenced in the Misuse of Substances Policy.

## **7. CONSULTATION**

- 7.1 This policy was written in consultation with the Governing Board, the Senior Leadership Team, the Pastoral Leadership Team and the School Council.
- 7.2 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>

## **8. MONITORING, REPORTING AND EVALUATION**

- 8.1 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.
- 8.2 Data collected are monitored and reviewed by the Pastoral Leadership Team regularly throughout the year to support interventions and amend practice if deemed necessary.
- 8.3 This policy will be reviewed and updated every 2 years.
- 8.4 This policy will be shared with parents yearly via the parent bulletin

## **9. APPENDICIES:**

- A: Uniform code  
B: Student Charter  
C: Home school agreement

## Appendix A: Uniform Code, September 2023

### Coats:

Coats may be worn over the top of the uniform but should not be on during lessons.  
'Hoodies' (a top of sweatshirt material with a hood), sweatshirts or cardigans are not considered substitutes for a coat and are not allowed.



### KS4 Jacket:

Purchased from PMG  
(From Sept 2020 these are made from recycled plastic bottles)  
Black jacket with Farmor's logo embroidered on left breast  
Farmor's jumper may also be worn under jacket in cold weather.



### Shirts

Plain white shirt with no patterns and straight collars (vendor optional).  
Shirts should be tucked in to trousers.

### KS 3 Jumpers:

Purchased from PMG  
Blue v neck jumper with Farmor's logo embroidered on the left breast.



### Trousers or Shorts:

Plain black trousers or knee length shorts (vendor optional).  
Trousers should not be skin tight/drainpipe style. No denim or exposed zips.



### Ties:

Purchased from school  
School branded clip-on ties with House coloured stripe.

### Skirts:

Pleated skirt, vendor optional.  
Skirt length should be just above or below the knee.



### Socks or Tights: Black

### Shoes:

Plain black, flat heeled.  
No trainers or canvas shoes. No prominent logos  
*Boots may be worn when there is snow on the ground*

### The following are not allowed in school for KS3 and KS4:

- ⊘ Unnatural hair colours or 'extreme' hair styles (clipped hair should be no shorter than grade 2, hair accessories must be subtle and dark coloured).
- ⊘ Excessive make-up (including coloured nail varnish).
- ⊘ Jewellery (including rings, bracelets, necklaces, additional earrings\* or any other kind of piercings).  
*\*One pair of small sleeper or stud earrings may be worn (one in each earlobe). These must be removed for PE lessons. Therefore new piercings should only be done at the start of the summer holidays. One charity band may be worn.*
- ⊘ Belts with large buckles and brightly coloured tops that show through under white shirts.
- ⊘ Headphones / speakers and portable music players (unless in lessons with the expressed permission of a teacher).
- ⊘ Mobile phones or games consoles, which are visible and switched on during the school day.

## What does FARMORS mean to me?

### **F**ocused

I will remain focused and on task during every lesson.

### **A**chieving

I will put in the effort and hard work to achieve my goals.

### **R**espectful

I will respect all students, teachers and the school environment.

### **M**indful

I will be kind, not just to others, but also to myself.

### **O**rganized

I will be punctual to lessons arriving with the right equipment and homework.

### **R**esilient


I will keep going even if I find it difficult.

### **S**uccessful

By following F.A.R.M.O.R.S I will succeed.

**Fellowship, Integrity, Endeavour**

**Appendix C: Home School Agreement, updated March 2023**

<p><b>PARENTS / CARERS</b> I/we will...</p> <ul style="list-style-type: none"> <li>• Ensure that my/our child attends school, and maintains good or excellent (&gt;97%) attendance.</li> <li>• Ensure that my/our child arrives on time and correctly equipped.</li> <li>• Ensure that my/our child wears only the appropriate school uniform, and is neatly presented.</li> <li>• Fully support the school's ethos, including the <u>behaviour</u> &amp; exclusion policy.</li> <li>• Take an active role in supporting my/our child through school by helping with establishing a homework routine and attending meetings and Parents' Evenings regularly.</li> <li>• Support my/our child's learning by providing a suitable working environment at home, promoting healthy eating as part of a healthy lifestyle, and enforcing a sensible bedtime on a school night.</li> <li>• Keep the school informed of any issues that may affect my/our child in school.</li> <li>• Support my/our child's learning and emotional wellbeing by providing safe and monitored access to online technology.</li> </ul> <p>Names: .....</p> <p>Signatures(s): .....</p> <p>Date.....</p>	<p><b>FARMOR'S SCHOOL</b> We will...</p> <ul style="list-style-type: none"> <li>• Care for your child's safety and wellbeing.</li> <li>• Insist on the highest standards of conduct and effort from your child.</li> <li>• Communicate weekly through the Parents' Bulletin regarding school matters.</li> <li>• Provide challenging <u>programmes</u> of learning, guidance, support and a range of other opportunities to enable each individual student to achieve their potential.</li> <li>• Make available regular information about progress and performance of your child.</li> <li>• Offer parents and students opportunities to express views on school issues.</li> <li>• To respond quickly, within two working days, to enquiries.</li> <li>• Provide guidance to support the safe use of online technology.</li> <li>• Provide a rich and diverse <u>programme</u> of extra-curricular activities to support your child's development.</li> </ul>  <p><b>Farmor's School</b> AN ACADEMY <i>Integrity Fellowship Endeavour</i></p>	<p><b>STUDENT</b> I will...</p> <ul style="list-style-type: none"> <li>• Endeavour to work to the very best of my ability.</li> <li>• Arrive on time, correctly equipped and ready to learn. This includes having all required books, a working pen, pencil, ruler, rubber and calculator.</li> <li>• Wear only the appropriate school uniform, and be neatly presented at all times.</li> <li>• Conduct myself in a calm and orderly manner around the school site</li> <li>• Follow instructions from staff, first time, and without question.</li> <li>• Respect people's feelings, belongings, equipment, safety and right to learn.</li> <li>• Respect the school's <u>Behaviour</u> and Exclusion Policy and accept any sanctions for any poor <u>behaviour</u>.</li> <li>• Make appropriate use of online technology under the instruction of staff.</li> <li>• Complete homework set to the best of my ability and meet all deadlines.</li> <li>• Treat the school environment with respect</li> <li>• Follow the school values of Integrity, Fellowship and Endeavour.</li> </ul> <p>Name: .....</p> <p>Tutor Group: .....</p> <p>Signature: .....</p> <p>Date.....</p>
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