



Integrity, Fellowship and Endeavour

BEHAVIOUR AND EXCLUSION POLICY

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Review period:	2 years
Status:	Statutory (Education regulations 2014)

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. Staff should read this in conjunction with Behaviour Management Protocols published annually in the Behaviour and Attendance Staff Handbook.
- 1.2 The Behaviour and Exclusion Policy is intended to ensure that we:
- promote good behaviour and attitudes that enable all pupils 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 pupils.
 - encourage pupils to take responsibility for their own behaviour and learning.
- 1.3 The policy takes into account:
- Department for Education (DfE) advice for headteachers and school staff, *Behaviour and Discipline in Schools* 2016
 - The statutory guidance *Exclusion from maintained school, Academies and pupil referral units in England* 2017.
 - 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
 - The *Equality Act* 2010 in respect of eliminating discrimination
 - The *Children and Families Act* 2014
 - The *Special Educational Needs and Disability Regulations* 2014 in respect of pupils with special educational needs.
 - DfE Advice *Preventing and tackling bullying* (2017)
 - DfE guidance *Getting the Simple Things Right* (Charlie Taylor 2011)
 - Creating a Culture: A Review of Behaviour Management in Schools* (Tom Bennett 2017)
 - Section 5 of *Keeping Children safe in Education* (2020)

2. RELATIONSHIP TO OTHER POLICIES

- 2.1 This policy links to other school policies, including the:
- Anti-bullying Policy
 - Safeguarding Children (Child Protection) Policy
 - Misuse of Substances Policy
 - Equality Information and Objectives Statement
 - Special Educational Needs and Disabilities Policy
 - Teaching and Learning Policy
- 2.2 This policy links to the following conduct documents available on the school's website:
- The Bus Code of Conduct
 - The 6th form Code of Conduct
 - Sixth Form Student Conduct Protocol
 - ICT Acceptable use Protocol
 - School Uniform code for years 7-11 (Appendix A)
 - Student Charter (Appendix B)

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:
- on the school site, whether within a timetabled lesson or not;
 - outside school on any organised or school related activity;
 - travelling to or from school without a parent or carer;
 - at any time when a pupil is wearing school uniform or in some other way identifiable as a pupil at the school;
 - at any time that could have repercussions for the orderly running of the school
 - it could pose a threat to another pupil, member of staff or member of the public; or,
 - it could adversely affect the reputation of the school, including activity on any social media platform.
- 3.2 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.

4. DEFINITIONS

- 4.1 Certain terms used in this policy are defined below:
- a) Good behaviour:
 - i) Pupils do not disrupt the learning environment in the classroom
 - ii) Pupils do not disrupt the good order around the school site
 - iii) Pupils do not partake in activities that are unsafe for them or other members of the school community
 - iv) Pupils follow instructions given by a member of staff or an adult in a position of authority.
 - b) Defiance: When a pupil refuses to comply with a reasonable request from a member of staff, or adult in a position of authority.
 - c) 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.
 - d) 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.
 - e) 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.
 - f) 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.
 - g) 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, RESPONSIBILITIES AND OPERATIONAL GUIDANCE

5.1 Principles

- 5.1.1 Education: It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. We accept that young people will challenge boundaries in their teenage years; we recognise that Farmor's School is a safe place for pupils to learn how to be a positive member of society in the adult world. It is important that pastoral staff work closely with pupils, following poor behaviour incidents, to educate them on appropriate responses to negative stimuli.
- 5.1.2 The standards of behaviour and our School Charter written by the school council, 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.

5.2 Rewards

- 5.2.1 At Farmor's School we recognise that success promotes motivation to work harder. Some pupils regularly have intrinsic success and rarely need extrinsic rewards to maintain their motivation. Following a review in 2019 our rewards system is focussed on reinforcing good working behaviour for those pupils lacking in intrinsic success that need to achieve extrinsic success. 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.
- 5.2.2 Good effort is rewarded by direct interaction with pupils, or communication with a parent or carer in the following ways:
- a) Merits
 - b) Certificates for consistently good effort
 - c) Summer term pastoral trips
 - d) Award evenings
 - e) Praise postcards
 - f) Electronic postcards
 - g) Friday phone calls

5.3 Sanctions

- 5.3.1 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.
- 5.3.2 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.
- 5.3.3 The following sanctions are issued for poor behaviour:
- a) 10 minute 'sin bin' or time out to calm down and reflect
 - b) Lunch time Detentions
 - c) After school Detentions
 - d) Community service
 - e) Removal from lesson
 - f) Isolation
 - g) Fixed Term Exclusion (only the Headteacher can issue an exclusion)
 - h) Permanent Exclusion (A governing board panel must meet to ratify a permanent exclusion)

5.4 Sanctions (Years 7 – 11)

- 5.4.1 All behaviour sanctions are now arranged and supervised centrally; including for, but not restricted to: poor behaviour in or out of lessons; a lack of effort in class (taking into account any SEND); a 2nd behaviour warning in a lesson, lack of equipment for lessons; not attending a department homework detention; unacceptable use of or damage to school equipment (including ICT); persistent breaches of the uniform code or repeated lateness.
- 5.4.2 Teaching staff or a Head of Department may issue a lunch time detention for missing or incomplete homework.
- 5.4.3 Pupils who fail to turn up to a lunch time detention will usually be given an after school detention in the next two days, pupils who fail to turn up to an after school detention will usually be isolated from lessons for the next day. Parents will be informed of these sanctions by the pastoral team.
- 5.4.4 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 5.9) if necessary.
- 5.4.5 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 fixed-term exclusion.

5.5 Sanctions (Years 12 and 13)

The sanctions detailed in section 5.5 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.

5.6 Exclusions (Years 7 – 13)

- 5.6.1 For serious misconduct, including swearing at a member of staff, or repeated lesser misconduct, any pupil at Farmor's School may be excluded for a fixed period. Only the Headteacher (or the nominated deputy in their absence) has the authority to exclude a pupil. The decision to exclude 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 made must be lawful, rational, reasonable and proportionate.
- 5.6.2 The Headteacher will not exclude a pupil based on their academic performance, however a fixed term exclusion may be considered for a pupil repeatedly disobeying academic instructions (defiance)
- 5.6.3 Fixed-term exclusions may be used alongside 'isolation' time in school, in certain circumstances, particularly whilst any investigation into an incident is ongoing.

- 5.6.4 The total number of fixed-term exclusion days for a pupil may not exceed 45 days in any one school year.
- 5.6.5 If a pupil reaches more than 5 days of exclusion 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 exclusion in any one term a Governors' Disciplinary Panel must be convened.
- 5.6.6 Where a fixed-term exclusion 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 exclusion and inform them of their rights and responsibilities
 - c) The school will provide work for the pupil if the fixed-term exclusion is for more than one day
- 5.6.7 At the end of a fixed-term exclusion, 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 exclusion as well as the provision in place to support the pupil's behaviour. If the Headteacher/ Assistant Headteacher is satisfied the pupil has learnt from the offence and will try their hardest to ensure it will not be repeated, the pupil will be readmitted to the school.
- 5.6.8 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 others in the school. In reaching the decision the Headteacher will take into account mitigating circumstances and the context of the offence(s).
- 5.6.9 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.

5.7 Confiscation

- 5.7.1 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.
- 5.7.2 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. This mobile phone rule was reviewed with senior leaders across schools in Gloucestershire in 2018, no changes are necessary.

5.7.3 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.

5.7.4 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 (including e-cigarettes and 'vapes') or related paraphernalia
- f) fireworks
- g) pornographic images, including electronic images in breach of the ICT acceptable use protocol
- h) any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

5.7.5 Any illegal items found will either be handed into the police or disposed of, according to DfE guidance (see para 1.3a). 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.

5.8 Use of reasonable force

5.8.1 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 5.7.4.

5.8.2 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.

5.9 Support

5.9.1 Three times during the year teachers will report each pupil's effort and progress for their subject. If a pupil does not meet our effort expectations in a number of lessons we will meet with parents and the pupil to work together to address the causes of the poor effort or progress.

5.9.2 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.

5.9.3 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 will be arranged.

- 5.9.4 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 interventions. Counselling, work placements and support from external agencies may be explored through a series of meetings in addition to support for parents/carers to help them challenge poor behaviour at home if appropriate.
- 5.9.5 A pupil whose behaviour does not improve or escalates may put themselves at risk of repeated fixed-term exclusions, 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. CONSULTATION

- 6.1 This policy was written in consultation with the governors, the Senior Leadership Team and the Pastoral Leadership Team.
- 6.2 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>

7. MONITORING, REPORTING AND EVALUATION

- 7.1 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.
- 7.2 Behaviour Protocols are monitored and reviewed by the Pastoral Leadership Team regularly throughout the year, amending practice if deemed necessary.
- 7.3 This policy will be reviewed and updated every 2 years.
- 7.4 This policy will be shared with parents yearly

8. APPENDICES:

- A: Uniform code
B: Student Charter

FARMOR'S SCHOOL UNIFORM

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:

- Ø Unnatural hair colours or 'extreme' hair styles (clipped hair should be no shorter than grade 2, hair accessories must be subtle and dark coloured).
- Ø Excessive make-up (including coloured nail varnish).
- Ø 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.
- Ø Belts with large buckles and brightly coloured tops that show through under white shirts.
- Ø Headphones / speakers and portable music players (unless in lessons with the expressed permission of a teacher).
- Ø Mobile phones or games consoles, which are visible and switched on during the school day.

What does F.A.R.M.O.R.S. mean to me?

Focus

- I will concentrate and engage in class in order to complete my work to the best of my ability.
- I will ask questions if I do not understand something or need help.
- I will involve myself in discussions with the teacher or my classmates.
- I will try to remain on task at all times.

Achieve

- I will work hard, listen and participate in order to reach my potential.
- By putting in effort and focusing on my schoolwork, I will achieve my goals.

Respect

- I will value others and myself in a positive way.
- I will care about others feelings and well-being.
- I will look after school property.

Manners

- I will follow the school rules, respecting other students in and out of lessons.
- I will be polite and courteous to my fellow students and staff.

Organised

- I will come to every lesson with the correct equipment/kit.
- I will hand my homework in on time and complete it to the best of my ability.

Resilience

- Resilience is the ability to bounce back from hardship.
- When I find something difficult or fail, I will continue trying in order to improve myself.

Succeed

- If I follow F.A.R.M.O.R.S. I will succeed.
- Success will lead me to greater opportunities for further success.