



Building Relationships (Behaviour Policy)

Date Drafted (D) or Reviewed (R)	Agreed by Governors	Review Date	Statutory Requirement (SR) Best Practice (BP)	Person Responsible	On website
(D) October 2004	October 2004	September 2006	(SR)	HT / DHT	Removed
(R) September 2006	October 2006	September 2008	(SR)	HT/DT	Removed
(R) September 2008	October 2008	September 2009	(SR)	HT/DT	Removed
(R) September 2009	October 2009	September 2013	(SR)	HT/DT	Removed
(R) September 2013	October 2013	September 2016	(SR)	HT/DT	Removed
(R) September 2016	October 2016	September 2019	(SR)	HT/DT	Removed
(R) November 2018	February 2019	February 2021	(SR)	HT/DT	Yes

Farlingaye High School's Behaviour Policy has been developed in keeping with the following legislation;

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- Also the new SEND Code of Practice 2014 and KCSIE 2018

This policy takes note of the guidance provided in the **DFE Guide "Behaviour and Discipline in Schools"** particularly the following ten key aspects of school practice:

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Classroom management
- 4) Rewards and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Student support systems
- 8) Liaison with parents and other agencies
- 9) Managing student transition
- 10) Organisation and facilities

1) Aims

Farlingaye High School work on three rights and three responsibilities:

Right to be safe
Right to be treated with respect
Right to learn

Responsibility to ensure others are safe
Responsibility to ensure you treat others with respect
Responsibility to ensure that others can learn

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected of them.

The Behaviour Policy ensures that we offer all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community.

This policy sets out the expectations of behaviour at Farlingaye High School and its approach in ensuring that all students and staff are safe and able to thrive in a positive learning environment. The policy also enables teachers to comply with teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

At Farlingaye High School we recognise that this policy should relate to the behaviour of, and relationship between, all members of the school community.

This policy has been written and updated after consultation and through discussion with staff, governors and students. It reflects the values and principles that we collectively consider to be important to our school. This policy should be regarded as a live document and should be referred to whenever necessary.

2) The Curriculum and Learning

An appropriately structured and differentiated curriculum contributes to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can result in poor behaviour.

Lessons should have clear learning objectives and success criteria, understood by the students. Assessment and record keeping can be used both as a supportive activity, providing feed-back to the students on their progress and achievements, and as a signal that the student's efforts are valued and that progress matters. (See the Assessment and Home-study policy for further details).

3) Advice for teachers

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour with a focus on group work. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others.

Rewards

Reward points are for all students from Year 7 – Year 11 and are recorded on SIMS by staff. Students and parents / carers can access the number of points received at any time.

1. +1 point = **any positive behaviour event in lessons or round school**

For example:

- helpfulness
 - careful presentation of work
 - working well independently
 - working well collaboratively in a pair, group or team
 - picking up litter without being asked
 - being ready for a lesson (coats off, books out, correct equipment) without being asked
2. Points can be an important way of recognising, rewarding and reinforcing all positive behaviour.
3. +2 points equates to a stamp – can be:
- -curriculum (e.g. excellent effort, good progress, good work, good homework)
 - -pastoral/tutor time (e.g. 100% attendance for a fortnight / month)

- -extra-curricular (e.g. helping at an event, regular attendance at clubs)
- 4. Staff may increase the number of points for exceptional work
- 5. Staff will continue to give physical stamps/stickers in books and journals to Years 7/8.

BRONZE certificate available: 120

SILVER certificate available: 150

GOLD certificate available: 200

DIAMOND certificate available: 250

PLATINUM certificate available: 300

Students achieving a very high number of commendations are invited to a Tea Party at the end of the academic year, where they have a cream cake and receive a special certificate for their achievement – parents and carers are also invited to attend the Tea Party.

Other ways in which we recognise and reward success, good behaviour/work:

- a) 'Things I am proud of' board
- b) Celebration assemblies (all year groups)
- c) Praise assemblies
- d) Postcards of praise. Postcards to be placed in the box in the staffroom.
- e) School reports (including Headteacher awards on interim reports)
- f) Letters sent by staff for individual/team success.
- g) Activities week
- h) FORUM (school's newsletter which is emailed to parents)
- i) Year group notice boards for individual/team success
- j) Local press/radio/TV to celebrate success and events
- k) Display boards in classrooms and around the school

Supporting students:

- a) Counselling – paid for by the school and provided within school
- b) Daily diaries for those experiencing problems. These may be collected from HOY or the Headteacher.
- c) Buddy mentor system (provided by trained 6th form students).
- d) Year 10 students who are trained to help work with Year 7 tutor groups.
- e) 'Time out' for students to 'cool off' for a 10 minute period. Students must go to Student Support for this time. 'Time out' cards are arranged by the HOY.
- f) Compass Mentoring. Adult mentor from local organisation to work with student.
- g) Compact Mentoring (25 students each year). Mentors from local businesses who work with students on work-related target setting, attendance/punctuality, and community service.
- h) Supportive Reporting (3 levels)
- i) Monitoring cards: behaviour/attendance and punctuality. Week-long monitoring process where students will have their card signed by teaching staff in each lesson and then monitored/checked daily by their HOY and/or a member of LT.
- j) Achievement Scheme (Lower School only). 6 week scheme, during which students collect points for achieving particular targets and attending clubs/gaining commendations (targets are agreed between HOY, student and parent).
- k) Liaison with parents/carers
- l) Multi-agency meetings (every half-term) with HOY, LT, SENCO, attendance officer and outside agencies to discuss those causing most concern. This includes liaison with other agencies, e.g. Inclusive Resource Unit, School Nurse.
- m) Suffolk Pupil Support Framework.
- n) In year 11, ~50 students are mentored by staff to support them. The students meet their mentor regularly to discuss any concerns and develop strategies.

- o) As part of the school's inclusion policy, we may offer suitable courses to students in KS4, including college courses, and work placements, plus links with external agencies e.g. TLC, NACRO.
- p) Use of the school's PLC for support sessions.
- q) Student Support area – for individual support, time-out and mentoring.
- r) School Nurse – offers a wide range of support.
- s) In appropriate cases, we can access art and music therapy services.
- t) Anger Management cases if available.
- u) Family Support Worker
- v) Mental Health Lead

4) Personalised Learning Centre (PLC)/Student Support

The PLC is a 'staffed' area for a small number of students. Formal lesson material is provided by subjects to enable students in the PLC to access their normal curriculum – which is delivered by a member of staff.

The PLC is NOT intended to be used regularly as a sanction for disruptive students or following incidents of poor behaviour.

Why would a student be in the PLC?

- For study sessions when a student has a reduced KS4 timetable
- Re-integration following FTE/integrated return to school (possibly following school-refusal)
- When they would usually be out of school for work experience/college
- Challenging behaviour which needs supporting

Student Support is a 'staffed' area catering for a small number of students. The area is always staffed by a BSA or cover supervisor.

Why would a student be in Student Support?

- For individual emotional support
- Time-out
- Mentoring
- Following an incident/while an incident is being investigated
- When a student has been withdrawn from a particular lesson
- When a student is not wearing appropriate uniform (including piercings/inappropriate hair colour). Spare uniform is available (including school shoes for incorrect footwear).
- As part of an internal exclusion

5) Detentions

The school will issue a student with a detention as appropriate for instances of poor behaviour. We will always try to give students appropriate notice and letters/phone calls are made to parents in the event of a student being given an afterschool detention. We will endeavour to let parents / carers know if their child has received 3 or more school detentions in a half term.

Although we endeavour to contact parents wherever possible, 'The Education Act' was amended in 2011 to allow secondary schools to keep students in detention without notice, this came into effect in January 2012.

Teachers have a specific legal power to impose detentions outside school hours. Section 92 of 'The Education and Inspections Act' (2006), gives schools legal authority to detain pupils without parental consent.

- Failure to attend a detention must be followed up by the teacher/HOF or HOY
- All detentions must be noted in a student's journal

6) Power to Search:

As a school we follow the DFE guidance: 'Screening, searching and confiscation'

- The school is not required to have formal written consent from the student for a search, however there are clear guidelines which must be adhered to (see DFE document Screening, searching and confiscation (updated January 2018.)

Banned items include:

Knives or weapons

Vaping equipment

Alcohol

Illegal drugs

Stolen items

Tobacco, cigarette papers, matches and lighters

Fireworks

Pornographic images

Lighters

Any article that the member of staff reasonably suspects has been, or is likely to be, used

- a) to commit an offence,
- b) to cause personal injury to, or damage to the property of, any person (including the student)
- c) to distribute images/media which portrays students and/or the school in a detrimental manner.

7) Use of Reasonable Force:

As a school we follow the DFE guidance: 'Use of reasonable force' (2012). We recognise that it would be very rarely used.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by teachers that involves a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force, although the school does have specific members of staff who are trained to restrain students and can be called upon in the event of a situation.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them to prevent them doing harm to themselves or others.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Headteacher to be informed immediately if a student has been restrained in any way. The incident must be recorded in full, using the appropriate form.

8) Misuse of substances

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents, legal highs; over-the-counter and prescribed medicines and illegal drugs.

The school is committed to the health and safety of its students and we will make every effort to safeguard their well-being.

Students could be searched where there is good reason to suspect that they are in possession of a harmful substance. Illegal substances will be destroyed or handed to the police.

The school will discipline students who bring harmful substances onto the school site in accordance with the behaviour policy.

9) Confiscation

When 'banned items' are found they can be confiscated if it is reasonable to do so. Where any article is thought to be a weapon it will be passed to the police. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual's parents/carers should be contacted where what is found constitutes a significant breach of the school rules, and especially where a 'prohibited item' is found.

Other items that might be confiscated include:

- Mobile phone, tablet (or similar device)
- Ipod, MP3 player (or similar device)
- Any item that may cause harm, or is unsuitable to have in school, or is likely to cause distraction if used in class (the Headteacher will decide if these items will be returned to the student, parents/carers, police, or whether they will be destroyed).
- Any confiscated items related to smoking or vaping will not be returned and will be destroyed.

These confiscated items will be held in the school safe for the child to collect at the end of the day (or a determined period of time). Items are placed in an envelope, clearly labelled with the student's name, name of the member of staff who confiscated the item and the nature of the item itself.

More detailed information about searching students and protocols related to confiscating items are available from the DfE:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

10) Electronic Items

This includes iPods, MP3 players, cameras, handheld video consoles, mobile phones, 'tablets' or any similar devices.

Pupils are strongly encouraged to not bring in distracting electronic property to school. If they choose to do so, they must not be seen or used at any point during the school day and they should be switched off. The only exception to this is when a student is given permission by a member of staff. Sixth Form students are also allowed to use electronic devices during break and lunchtime in the Sixth Form block only.

Mobile phones should not be used to photograph or video students, and instances of filming or distributing images of students will be sanctioned.

If electronic items are seen, students will be:

- 1) Warned and told to put the item away.
- 2) In the failure of the student to follow an instruction or with repeated offences, these items will be confiscated and returned to the student at the end of the day/week. In some cases, parents will be asked to collect items from school.

11) Exclusions:

In most cases at Farlingaye High School, exclusion will be the last resort after a range of measures have been tried to improve students' behaviour. We have a range of strategies that we use to support students and will have used all those that are suitable when we make our final decision. In most cases we will have clear indications that students are likely to face a long-term exclusion and a PSP will have been set up to support that individual. We will also have worked with parents and outside agencies, where applicable.

Support available (also see list in section 4, 5 and 6):

- Encouragement through our rewards policy and offering short-term targets with rewards and praise
- Counselling or mentoring
- 'Time out' options from whole lessons or 'time out' card to get out of lessons when necessary
- Specific target setting
- Close consultation with parents
- Monitoring cards
- Internal exclusion either with LT or in Student Support/Internal Exclusion
- Achievement scheme
- Altered curriculum to diffuse problems in particular lessons
- Alternative curriculum or work placement for KS4 students (e.g. EOTAS provision)
- Review meetings including multi-agency meetings
- Anger management
- Student and parent meets with governors
- Banned from an aspect of the school, e.g. the bus, registration time, year block.
- Use of the PLC/Student Support

The decision to exclude

The decision to exclude a student will be taken only:

- a) in response to serious breaches of the school's behaviour policy;
- b) if allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school community.

Only the Headteacher (or acting Headteacher) can make the decision to exclude. The Headteacher must have the right to think about this decision. It is therefore acceptable to send a child home whilst a decision is made once all the necessary facts are known. The Headteacher should ensure the student has given her/his version of events and will check what provocation there was for the incident. S/he may consult with others though not those on the governors' discipline committees. The standard of proof to be applied is the balance of probabilities i.e. if it is more probable than not that the student did what she/he is alleged to have done, the Headteacher may exclude the student.

Internal and Fixed-term exclusions

Fixed-term exclusions may be used for offences including:-

- Fighting
- Provoking or encouraging others to fight
- Bullying
- Obscene language deliberately said to staff, students or visitors
- Constant smoking / vaping
- Substance abuse/alcohol abuse
- Possession of drugs
- Sexual/racial/homophobic harassment
- Continual refusal to accept school's code of conduct
- Regular or serious abuse of school's ICT system
- Cheating in external exams, including copying coursework
- Demanding money with menaces
- Constant or serious refusal to follow school uniform policy
- Deliberate vandalism of school property
- Stealing
- Truancing which results in damage being done to others' property and takes up excessive staff time
- Bringing a dangerous weapon onto the premises
- Damage/vandalism to school or other's personal property
- Arson.

It is also acceptable to remove a student from the premises (this could also be a permanent exclusion) if they have been accused of a serious criminal offence that took place outside the school's jurisdiction.

The Headteacher can decide to exclude a student from school for behaviour that takes place outside the school premises in cases where:

- the student is representing the school (e.g. on a school trip)
- the student is readily identifiable as a member of the Farlingaye school community.

Length of Fixed-Term Exclusions

The Headteacher can exclude for a maximum of 45 school days in any one school year. The limit applies to the students and not to our institution. Work should be set for the period of time that a student is excluded. Sixth Formers would be expected to continue with their own work.

If a student is excluded for more than 5 days, the school is responsible for arranging suitable educational provision – this may include using partner schools.

Before the return to school, or on the morning of it, a re-integration meeting will be held with the student, parent/carer and the Headteacher.

Reviews of Fixed-Term exclusions need to be held in the following cases:

- Where a student is excluded for more than 15 days in any one term; or missing a public exam. This meeting needs to be held no later than 15 days from when the governing body is notified of the exclusion.
- If a student is excluded for more than 5 days but less than 15, a governors' review meeting needs to be held if the parents have said they wish to make representation. This needs to be a formal meeting. The meeting needs to be held within 15 school days from the date of the governing body being notified.
- Where the exclusion is 5 days or less and no public exam is missed, then the parent can make a written representation.

Lunchtime exclusion

Whilst this is permissible under the DFE guidelines, it is something we have less access to as so many of our students travel to school by bus. However, where appropriate it will be used as a sanction and where used we will follow the DFE guidelines.

Bus travel exclusion

The school can make the decision to exclude a student from using the school bus service for poor behaviour (this exclusion can last for up to 2 weeks). In addition to this, County Transport can exclude a student from using the bus permanently.

Permanent Exclusion

The decision to permanently exclude will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. Wherever possible the student and her/his parents/carers will have known that the next step could be permanent exclusion.

Patterns of behaviour, identified over a period of time and leading to a decision to permanently exclude could include:

- persistent bullying;
- persistent disruptive or defiant behaviour that significantly impacts on the good order of the school community.

In exceptional circumstances the decision to permanently exclude may be made for a *first or 'one off' offence*. These might include:

- serious actual or threatened violence against another student or member of the school community;
- sexual abuse or assault;
- supplying (selling or passing on) an illegal drug;
- carrying an offensive weapon;
- an excessive abuse of the school's external examination system;
- arson.

Please note that the above lists are not exhaustive but suggest a framework to help with decision making.

12) Sixth Form

Sixth Formers are expected to:

- Use study periods productively
- Complete homework on time and to an appropriate standard
- Be punctual and have a very good attendance record (over 90% attendance and no unauthorised absence)
- Behave and dress in a way that is appropriate to an educational establishment
- Behave in a way that is appropriate when travelling to and from school

If a Sixth Form student fails to fulfil the expectations as agreed in the Sixth Form Partnership Agreement, they must expect appropriate sanctions to be applied as necessary. ***Possible sanctions include:***

- Supervision of non-contact time
- Lunchtime detention
- Withdrawal of privilege
- Being placed on a monitoring card (e.g. for poor behaviour, attendance and/or punctuality, failure to complete homework)
- Formal recorded verbal warning
- Written warning (a copy of which will be sent home)
- Personal contract (agreed by student)
- Exclusion from the Sixth Form for a fixed period of time
- Permanent exclusion from the school

Please refer to Sixth Form behaviour policy – Appendix 1 below, for further details

Appendix 1: Sixth Form Behaviour Policy

INTRODUCTION AND SCOPE

The purpose of the policy is to promote positive behaviour as a way of supporting student progress towards reaching their potential. In cases where support and/or intervention for students is unsuccessful, and/or the student displays unacceptable behaviour, this might involve applying appropriate sanctions to protect the interests and learning of other students and staff.

POLICY STATEMENT

The behaviour of most students at Farlingaye High School Sixth Form is exemplary. This policy and procedure is intended to deal with the few occasions when student behaviour does not meet the standards that are expected of them.

All students have the right to learn and a responsibility to allow others to learn in a safe, secure and respectful environment. Farlingaye High School Sixth Form also has a responsibility to provide staff with a safe, secure and respectful environment in which to work.

Students agree to follow the Sixth Form rules and regulations when they enrol and they apply not just on site but also in the general local community and wherever students come into contact with people and organisations. The aim of this policy is to ensure the provision of such an environment, to support the learning process and to promote acceptable conduct at all times as well as promoting behaviours which support good citizenship in modern Britain and employability skills.

All students are expected to respect the rights of others and take responsibility for their own actions. Students' responsibilities are to conform to academic rules and regulations and comply with acceptable standards of behaviour as indicated within this behaviour policy and on the student agreement form. Where there are instances of non-compliance, disciplinary action will be taken.

Farlingaye High School Sixth Form - School and Student Partnership Agreement

Farlingaye High School has an "Entitlement and Expectations" statement for all students. Students in the Sixth Form have specific needs and responsibilities. There are therefore extra entitlements and expectations for Sixth Formers in addition to the whole school statements.

Sixth Formers are entitled to:

- high quality teaching;
- regular monitoring which informs students and parents of progress and attainment;
- opportunities to achieve the best possible exam results;
- have work regularly assessed in detail and speedily returned;
- appropriate and quiet study areas to work in;

- a social area to meet in outside of lesson times for specific use by Sixth Formers;
- opportunity to participate in accredited additional studies and extra-curricular activities;
- support from staff in preparing for exams;
- opportunity to participate in work placements and community service;
- the recognition and celebration of their achievements;
- support, advice and encouragement in applications to work and Higher Education establishments.

Sixth Formers are expected to:

- make progress in all areas of study by working hard and meeting work deadlines;
- use their study periods productively;
- be punctual and have a very good attendance record (over 90% actual attendance and no unauthorised absence);
- attend all trial and public examinations that they have been entered for;
- behave and dress in a way that is appropriate to an educational establishment;
- offer practical support to the school and/or local community;
- be aware of their role in school and the responsibility it carries;
- behave in a way that is appropriate for Sixth Formers when travelling to and from school.

Sixth Form students are expected to take responsibility for what they do – or fail to do. If students do not fulfil the expectations indicated in the Sixth Form Partnership Agreement, you must expect that one or more of the following sanctions will be applied:

Sanctions:

- Letters/phone calls home;
- Conversation with tutor;
- Sent to your Head of Year, Head of Sixth Form, or the headteacher
- Being placed on a monitoring report card;
- Agreeing to follow a specific Personal Contract;
- A meeting with parents;
- A meeting with governors;
- Lunchtime detentions;
- Isolation in student support;
- Fixed term exclusion from the sixth form;
- Sending out of a lesson;
- Sending home for the day;
- Sending home until further notice/conversation with parent or carer;
- Banning from areas;
- Computer sanctions/restrictions;
- Having to be off site at lunchtime;
- Withdrawal of home study;
- Having to sign in to library/study area during study time;
- Withdrawal of privilege;
- A formal recorded verbal warning;
- A written warning, a copy of which will be sent home;
- Permanent exclusion from the school.