



## **BEHAVIOUR POLICY**

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

### 1. Be consistent

All staff and students are expected to support behaviour with a consistent approach:

***Do the right thing at the Right time in the Right place.***

### 2. Be positive

**Reward** students and tell them why! All staff and students to engage with the reward process via Bromcom

### 3. Relationships are vital

Working hard to have good relationships with students is essential if they are to do as you want - it's worth the hard work! Remember, ***Connection Before Correction***



## 2. Introduction

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

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

### 1. Introduction

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

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

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

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

- ✓ there is a sense of pride, respect and responsibility underpinned by *our core values of courageousness, perseverance, integrity, humility and kindness*
- ✓ every individual is held in high esteem
- ✓ there is a business like and purposeful atmosphere which is conducive to each individual achieving as high a standard as is possible in all areas of the curriculum.
- ✓ The school works towards an inclusive approach displaying sensitivity, tolerance, self-discipline, respect and goodwill towards others are encouraged in all and are exemplified in the day to day life of the school there is access to equal opportunities for all. With a specific focus on more vulnerable learners including those disadvantaged and with a SEND profile.

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

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



### 3. The Aims of the Behaviour Policy

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



### 3. Rewards and Celebration

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

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

#### How to get Reward Points?

All Reward Points can be earned for 3 main reasons:

**Values:** displaying one or more of the **Finham Values:**

*Courageousness, Humility, Integrity, Kindness, Perseverance*

**Standards:** Displaying excellent application of **World Class Basics** linked to: attendance, punctuality, uniform, equipped for learning etc.

**Learning:** Displaying **positive learning behaviours** in lessons or through wider curriculum opportunities

#### Categories of rewards:

**R1 - positive instances** behaviour displayed within a lesson or through positive interactions around school e.g. settled well at start of lesson, answered question in class, displayed one of the Finham values.

**R2- repeated or excellent-** higher level behaviour or positive behaviour that is displayed on a number of occasions e.g. excellent piece of homework or consistently high levels of effort in a subject over a week/fortnight.

**R3- consistent or outstanding-** Recognition of behaviour that is embedded or for exceptional behaviour/interactions e.g. 100% attendance for a half term, or outstanding contribution to an extracurricular activity

**R4- subject/college leader referral** Behaviours that have been referred on to more senior members of staff. This could be aligned with the presentation of a praise postcard to individual students.

**R5- Headteachers award** This is the highest level of recognition for positive behaviours and will involve direct involvement from Mr Bishop or other Senior Staff in school



## 4. Consequence System

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

### Categories of consequence:

**C1 - 1st formal warning** from teacher of how behaviour is not acceptable and its impact on learning (yours or others). This will be logged on Bromcom and available for parents/carers to see.

**C2 - 2nd formal warning.** The teacher should remind you of expected behaviour; and potential intervene further by moving your seat or speaking to you away from the class

**C3 - Teacher sanction- e.g. detention.** If the behaviour happens in the lesson you will be expected to make up time with your teacher at a time of their choosing. If the behaviour happens out of the lesson you will need to sit a whole school detention the next day. Parent/carers will be informed.

**C4 - Removal from lesson.** On Call will be informed and students will be expected to continue your lesson in another classroom within the department. You will need to complete a whole school detention the next day afterschool

**C5- Internal suspension.** In the rare instances this occurs students will be removed from lessons and spend a period of time in '**refocus**' to complete some restorative work prior to returning to your learning

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

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





## 5. Detentions

### The Law

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

### At Finham Park

- Staff should log the C3/C4 behaviour on Bromcom. C3S (subject) will lead to a subject detention driven and managed through individual subject areas. A C3C (central) behaviours and C4 behaviours will be included in whole-school detentions.
- All C3C and C4s will result in a next day detention *automatically* unless the subject teacher/ leader specifically requests students do not attend.
- Staff will be on a rota to support detentions and expected to attend promptly and for the full duration of the detention
- In most cases homework/ coursework detentions will be set by the class teacher. These detentions can be set before, during (break and lunchtimes) or after the school day.
  - For break/ lunchtime detentions student should have time to go to the toilet or eat/ drink.
- When a student is given a centralised detention the member of staff who gave the detention are encouraged to speak to the student the following day in their detention in A32 to support the restorative justice process.
- Students who are late to school will have their mobile phone removed on the gate and have to collect at the end of the day. Repeat incidents of poor punctuality will lead to a centralised detention withing the automated system logged by college/well-being team.
- Detentions will, in most cases, be for 30 mins in the initial instance although can escalate to 60 mins for non-attendance
- Whilst attending the detention students will be marked as being present. Any students that were absent from school will repeat their detention at the next available date.



Detentions cannot be rearranged by students unless staff have received communication from parent/carers or this has been authorised by relevant staff member.

- Students who miss a detention without a relevant reason could receive an escalated consequence, usually additional time the following day. Repeated missed detentions will lead to further escalations including: parental meetings, time spent in refocus, loss of social time or further bespoke interventions led by College Leaders and relevant members of the Senior Leadership Team. This could impact attendance at wider non-curricular opportunities.

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

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

The school can impose penalties on pupils who have misbehaved on the way to and from school, or outside the school gates; this could include inappropriate use of electronic devices (including social media use) or anti-social behaviour and vaping.

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

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





## 6. Escalations

Beyond the consequences system the school has a number of strategies it uses that include the following but this is not exhaustive and does not always follow sequentially:

- Reflection and refocus time
- Detentions (both in social time in school and after school)
- Mentor, College, Senior teacher report
- Fixed term suspensions
- Behaviour review at Governor Disciplinary Panel
- Fixed term off-site direction at a different school (normally for a period of 6 or 12 weeks). Parental permission for this is not required for this, however Finham Park School will always look to work with parents/carers if the school deems this is required.
- Permanent exclusion

Alongside formal escalations we will work with students and parents and carers to develop the most appropriate internal and external intervention strategies.



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

### Key points

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

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

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

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

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

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



## What to do with confiscated items

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

## Mobile communication technologies

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

## How long should items be confiscated for?

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



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

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

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



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

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

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





## 8. Uniform

- All staff should deal with uniform issues to ensure consistency.
- Mentors must check uniform in mentor time every morning; students dressed in inappropriate uniform during mentor time are sent to reception to receive a uniform loan for the day. Teaching staff should check uniform as students enter their room and ensure all uniform is in place prior to students' departure.
- Students without a tie, blazer or incorrect footwear go to reception and collect the correct uniform in exchange for mobile phone (in the first instance) or an item of value. Item is returned at the end of the day when the uniform item is returned.
- Students who are significantly out of uniform, without a note, could be removed to refocus for the day or sent home to change.
- College leaders or LT will take the decision to place a student in refocus if there is refusal to comply with the school uniform policy.
- Uniform infringements will be logged via Bromcom and available through the mychildatschool app

If students/ parents/ carers are in doubt about what is suitable school wear they should consult the school website at <https://finhampark.com/uniform/> or speak to their child's mentor or college leader.

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

All students need a suitable bag with all necessary equipment to ensure they are ready to learn. The school is happy to support students in wearing items, which relate to culture or religion. It will be appreciated that there cannot be endless arguments about dress, and the school's decision on whether appearance is appropriate for school or not must be the final one. Students whose appearance is not appropriate for school may be sent home and asked to change.





## 9. Equipment

In terms of being ready to learn, students should have a pencil case that includes the Finham Five as a minimum:

- calculator
- timetable
- ball point pens (black or blue and green)
- pencils
- ruler.

We also recommend, to support learning in lessons, a range of coloured pens; pencil sharpener; rubber; glue stick and highlighters. Please note that during the academic year 2023/24 we moved to the vast majority of our subjects using A4+ size exercise books so that any additional worksheets can be secured inside them without them overhanging the edge of their book. Please take this into consideration when purchasing a school bag for your child.

## 10. Use of force to control or restrain students

Please refer to DFE guidance

[https://consult.education.gov.uk/school-absence-and-exclusions-team/use-of-force-and-restrictive-practices-call-for-ev/supporting\\_documents/Call%20for%20evidence%20%20use%20of%20reasonable%20force%20and%20restrictive%20practices%20in%20schools%202023%20PUBLISHED.pdf](https://consult.education.gov.uk/school-absence-and-exclusions-team/use-of-force-and-restrictive-practices-call-for-ev/supporting_documents/Call%20for%20evidence%20%20use%20of%20reasonable%20force%20and%20restrictive%20practices%20in%20schools%202023%20PUBLISHED.pdf)



## Appendix

### **Joint Enterprise**

Students who encourage others to misbehave may receive the same punishment as those who misbehave. E.g. Cheering on a fight. Students are educated about joint enterprise and their responsibilities as citizens of the school, this includes co-ordination with link community police office, use of year group and college assemblies and a targeted approach with individual students

### **Suspensions and Permanent Exclusions**

#### **Suspensions**

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

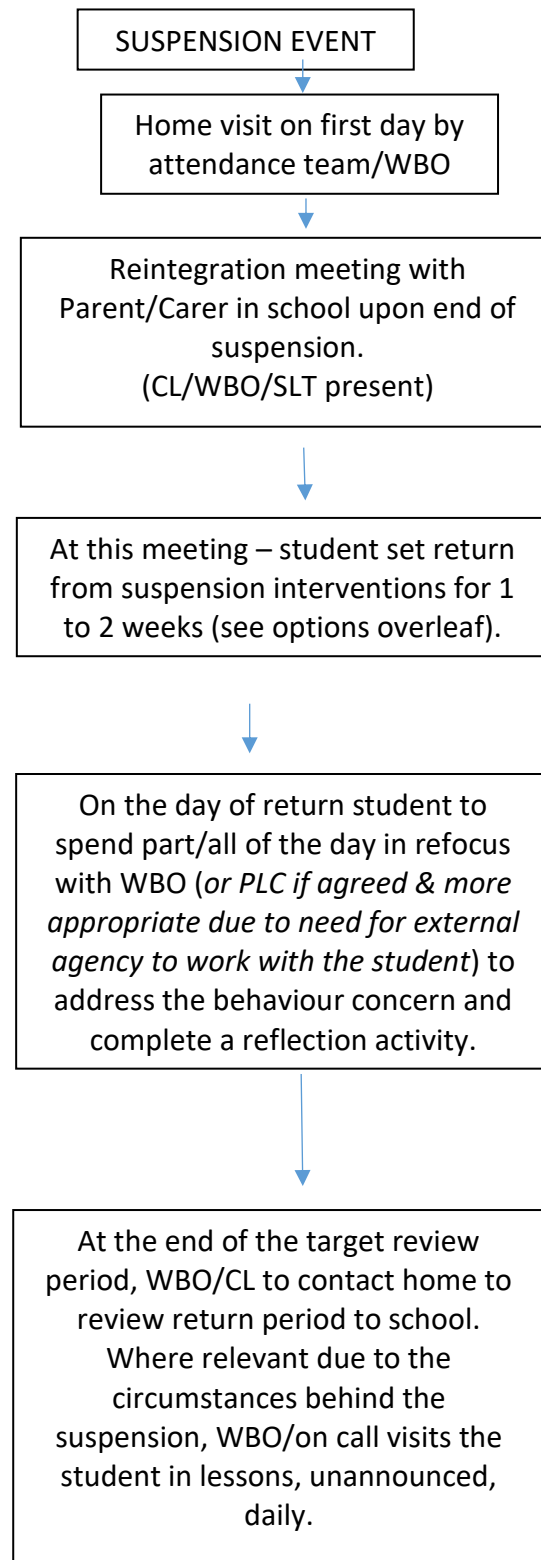
[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

- Only the Headteacher can exclude students from school.
- If a suspension is required College Leader or Leadership Team member to be consulted. (Headteacher to make final decision)
- College Leader or Leadership member to contact parents to inform of suspension and date and time of return.
- Head's PA will write and send suspension letters
- Letters must have reintegration meeting time and person who will be meeting parents- most returns from suspension will be convened by the CL. However, there will be occasions when it is more suited that the mentor, SL, or member of LT convenes the meeting.
- Students returning from suspension should follow the student passport to suspension reduction process (see below)
- Suspensions data to be monitored to look at trends in suspensions.

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



## Student passport to suspension reduction



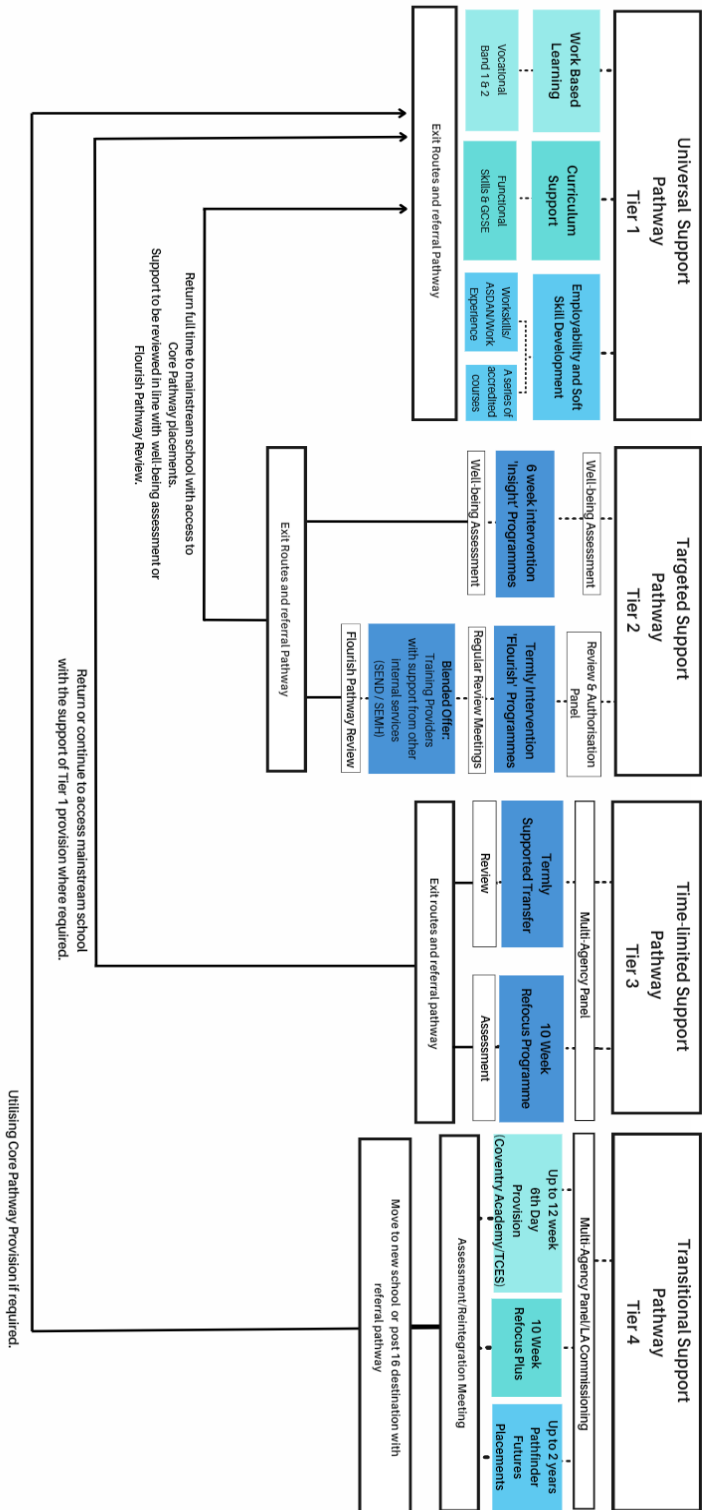


## Interventions to be utilised in support of a student's return from suspension:

<u>Intervention:</u>	<u>When/where/how long:</u>	<u>Monitored by whom:</u>
Mentor report card		
CL report card		
SLT report card		
Short term TT refocus time – possibly in 'difficult' lessons		
Short term TT WBO support in 'difficult' lessons		
Timeout card (only allowed at teachers request)		
WBO drop in (to visit in identified lessons)		
Specified time working in the PLC		
Time in PLC		
Review of EHCP/share successful teaching strategies with teachers		
Scheduled follow up parents meeting		
Reduced Timetable		
6 week Preventative Placement		
Vineyard		
Coventry Alternative Provision– see below		
12 week Supported Transfer		
<b><i>This is not an exhaustive list – if you feel a different intention is required please state that above</i></b>		



## COVENTRY ALTERNATIVE PROVISION (CAP) GRADUATED MODEL OF SUPPORT 2024/25





## Permanent Exclusions:

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

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

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

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

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

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

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

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





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

- Lawful
- Reasonable
- Fair
- Proportionate

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

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

## **Off-site direction**

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

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

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

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

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

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



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

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

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

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

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

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



## Appendix 2. Governors' Review Panel

### **Governor Behaviour Panel**

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

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

#### **Aim of Governors' Disciplinary Meetings:**

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

#### **Protocol:**

Before the meeting-

1. College Leader to complete review documentation and submit to headteachers PA at least a week before the review
2. Assistant/Deputy Headteacher to check paperwork
3. Copies sent out to governors and parents (at the time of invitation) by headteachers PA at least 3 days before meeting. Covering letter to be included with time clearly stated (approximately 20-30 minutes should be allowed for each meeting)
4. All staff attending also to be sent a pack of paperwork
5. If child is on SEN register, invite to attend needs to extend to SENDCO/Deputy SENDCO/staff member who works well with the student for support
6. Parents to be called by College Leader after letter has been issued to ensure they can make the meeting
7. Headteachers PA to call governors to ensure 2 or 3 are available
8. Meeting room to be booked by headteachers PA

During the meeting-

Governor to chair meeting (agreed prior to meeting) using the following agenda:

1. Welcoming all to the meeting and introductions
2. Explaining why we are here and the purpose of the panel/meeting
3. College Leader to report on the current situation (referring to review documentation)
4. Parents/carers and students have opportunity to respond



5. Questions from governors and discussion
6. Assistant/Deputy Headteacher to outline potential next steps should behaviour after the panel not improve/targets set not be met
7. College Leader to go through targets set and reasons
8. Summary of outcomes
9. Governor, parent/carer and student to sign targets/agreement

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



## Governor Review Panel

(Please include pupil passport (if relevant), Behaviour report from Bromcom (to inc reward and behaviour points) and Attendance report for this academic year (and previous if relevant))

<b><u>Student Name:</u></b>	
<b><u>Year group:</u></b>	
<b><u>College/Mentor Group:</u></b>	
<b><u>Parent/Carer Name:</u></b>	

<b><u>Attendance this academic year (inc punctuality):</u></b> See attendance log for detail	
<b><u>Attendance previous academic year (inc punctuality):</u></b> See attendance log for detail	

<b><u>SEN:</u></b>	
<b><u>What I would like you to know:</u></b>	
<b><u>What I find difficult:</u></b>	

<b><u>Cause for concern including summary of behaviours observed:</u></b>  See behaviour log for individual occurrences	
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<b><u>Suspensions:</u></b> <ul style="list-style-type: none"><li>List date, length and reason</li></ul>	
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<b><u>Off- site direction:</u></b> <ul style="list-style-type: none"><li>Date, length of time, location and reason</li></ul>	
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<p><b><u>Strategies and interventions used so far (state whether successful or unsuccessful):</u></b> i.e.:</p> <ul style="list-style-type: none"><li>• Target cards</li><li>• Parental meetings</li><li>• Time out cards</li></ul>	
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<p><b><u>Agencies or support utilised if relevant:</u></b> i.e.</p> <ul style="list-style-type: none"><li>• CAMHS</li><li>• Early Help</li><li>• Social Services</li></ul>	
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<p><b><u>Interests/aspirations:</u></b></p>	
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<p><b><u>Strengths/positive attributes:</u></b></p>	
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<p><b><u>Suggested targets:</u></b></p>	
<p><b><u>Target 1:</u></b></p>	
<p><b><u>Target 2:</u></b></p>	
<p><b><u>Target 3:</u></b></p>	





## BEHAVIOUR POLICY

Written by R Morey and J Foxon - August 2024

Approved by Governors:

Signed:

Mr C Bishop  
Headteacher  
Date: October 2024

Ms A Brennan  
Chair of Governors  
Date: October 2024