



WILLIAM FARR

C of E Comprehensive School

Behaviour Management Policy

Vision and Values

William Farr (C of E) Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement, and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Compassion; Friendship; Perseverance; Respect; Responsibility; Wisdom.

1. Introduction

1.1 This policy aims to:

- Create a positive culture that promotes excellent behaviour ensuring that William Farr is a school where every pupil is known, valued and achieves as an individual.
- Create an atmosphere of shared responsibility, positive relationships, mutual trust and respect
- Establish a whole-school approach to maintaining high standards of behaviour
- Outline the expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied in a fair, consistent and proportionate way
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

1.2 Guiding Principles

- Good behaviour at the William Farr School is vital for providing an environment which allows for a high-quality education for all to take place.
- Behaviour has to be such that it provides a calm, safe and supportive environment which young people want to attend and where they can learn and thrive.
- Being taught how to behave well and appropriately is vital for all pupils to succeed. The school is committed to providing an environment where all people can feel safe, happy, accepted, and integrated.
- Our emphasis will be on recognising and celebrating positive learning attitudes and success, so that all students feel valued.
- Alongside parents and carers, we will teach students to take responsibility for their own actions and to accept the consequences of their choices. This partnership is crucial and it is expected that parents & carers will support the school.

- It is understood and accepted that young people will make mistakes and errors as they grow and develop. The school aims to provide support and restoration when young people require it. However, there is a core expectation of good behaviour in, around and outside of school
- We will adopt a zero-tolerance approach to bullying and any such incidents will be investigated as quickly as circumstances allow. They will be dealt with promptly and firmly. Any such incidents must be reported to staff immediately.
- The school occupies an important place in the local community. As such, any behaviour which harms the reputation of the school will be dealt with in accordance with the policy.
- The school holds an important position in wider society, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.
- Fundamentally, all pupils have the right to learn in a calm, safe and supportive environment.

1.3 Partnership with Parents/Carers

- Partnership with parents and carers is a key principle of the school and we are keen that parents accept and support the school's ethos and expectations which is a key factor in choosing to send their children to William Farr CofE Comprehensive School.
- Parents/carers are expected to engage with their child's positive achievements and their behaviour report. The easiest place to access all of this information is via MCAS.
- Parents/ carers are required to use their best endeavours to ensure that their child's behaviour does not prevent others from learning effectively.
- Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions for their child and the treatment of anti-social behaviour. **The school will not discuss sanctions of other students with parents/carers.**

1.4 Links with Other Policies

This policy is linked to the following policies:

- | | |
|-----------------------------------------------|------------------------------------------|
| • Suspensions and Permanent Exclusion policy; | • SEND Policy; |
| • Child protection and Safeguarding policy; | • Drugs Policy; |
| • Home-School Agreement; | • ICT and Internet Acceptable Use Policy |
| • Attendance Policy; | • Online Safety Policy |
| | • Uniform Policy. |

1.5 Publication & Accessibility

- This policy is publicised to all parents, students, and staff at least once a year through its publication on the school website.
- The policy is also provided to all staff on the school network.
- An emailed (pdf) or printed copy of this policy is available on request.
- This policy can be made available in large print or another accessible format if required.
- For additional formats please contact: wfarr@williamfarr.lincs.sch.uk

1.6 Scope of this Policy

This policy applies to all students at William Farr School when:

- they are in school and
- travelling to and from school and
- in some circumstances, when they are out of school, during holidays or in the period between the end of the GCSE exams and returning to Year 12

This will normally be where the conduct in question could:

- Have repercussions for the orderly running of the school,
- Affect the welfare of a member or members of the school community or
- Affect the welfare of a member of the public,
- Bring the school into disrepute.

1.7 Conduct

- William Farr School works best when there is an atmosphere of mutual respect.
- Students are expected to be polite and show consideration towards each other, school staff and others. In return students will be treated respectfully.
- Students are required to assist the school with tackling bullying.

Students, whether in or out of school, are expected to have:

- Respect for others: their feeling, opinions, cultures, limitations including any differences
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to always produce their best work and attitude
- Respect for the environment: their own, the school's, and other people's property and the community in which we live
- Respect for the future: the belief that we can all make a difference by our contribution to the school, local, national, and global communities

1.8 Attitude to Learning

The Attitude to Learning Grades are crucial to the tracking and monitoring of progress and learning behaviour and will be reported on termly. See Appendix 4 (Years 7 – 11) and Appendix 5 (Sixth Form). If there are any concerns prior to the termly reporting, parents will be notified.

1.9 Rewards

We believe that rewards can be more effective than sanctions in motivating students. It is the school policy to recognise, acknowledge and reward individual achievements by students. All students receive published AtL scores per subject throughout the academic year. Emphasis is placed on the use of AtL scores to grant rewards and extend opportunities.

The following are examples of areas considered to be worthy of individual recognition:

- Consistently improved standards of work
- Good or outstanding pieces of work
- Effort in class or for homework
- Outstanding effort or achievement in extra-curricular activities
- Service to the school or local community
- Excellent attendance (ideally a minimum of 96% with any absences communicated and agreed with the Attendance Officer or sanctioned by the Head Teacher)

We may reward students in the following ways:

- Praise by staff – this can be verbal or written
- Personalised post cards, letters, emails, or telephone calls to parents
- House Points
- Celebration Assemblies
- Termly subject awards
- Certificates
- Leadership Opportunities
- Half and Full Sports Colours
- Head Teacher's Awards

Parents, students, and tutors can also see their child(ren)'s profile(s) to track achievements via MCAS. Details of how to access this information can be found on the school's website.

1.10 Support Structures

William Farr School recognises that support is sometimes necessary to enable students to become self-managing and resilient. We consider this to be a great strength of the school. Student Support Officers are focused on student welfare, behaviour, and achievement. They will work with Heads of Year and Tutors to coordinate access to additional support mechanisms if required.

The following support mechanisms are available:

- Form Tutor Mentoring (An entitlement for all students)
- Restorative Practice
- Study groups and revision sessions
- External counselling – via the Pastoral Support referral process
- W8 (A supervised quiet space at lunchtimes)
- Early Help Assessment
- Healthy Minds/CAMHS referral and support
- Additional details about how parents can support pupils with their mental health and wellbeing can be found on the school's website.

1.11 Monitoring behaviour

- On a day-to-day basis the behaviour of students will be monitored by the staff supervising activities. This includes teaching staff, during lessons and other curriculum activities and duty staff in unstructured times such as break or lunchtimes.
- Reporting concerns - Students should report concerns over the behaviour or conduct of their peers to their Form Tutor, Head of Year, a senior teacher, or a member of the Student Support Team.
- Parents who have concerns over behaviours in school should report such issues via the main school switchboard by speaking to a member of the Administration team. We would ask that all parents offer as much detail as possible when reporting concerns.
- Requests to speak to the Pastoral Support Team or Senior Teachers will not always be possible.

1.12 Investigating Concerns

It invariably takes time to fully investigate any issue relating to student behaviour or conduct. This can involve the following actions:

- Speaking with individual students involved
- Speaking with adults witnessed or intervened in a situation – please note, that most adults are also teachers so it can be problematic gathering information immediately.
- Speaking with students who may have witnessed activity
- Gathering statements from witnesses and those involved – please note, we endeavour to do this with equity, speaking with students who are on each side of any disagreement as well as any impartial witnesses
- Searching student property
- Searching digital content
- Reviewing CCTV - please note that the primary function of our CCTV resource is to monitor security of the school site. On occasions that it is used to investigate behaviour or conduct issues this will be in addition to other avenues of investigation. CCTV cannot be reviewed by parents or guardians, and this is due to the presence of other young people in the footage. In the case of suspected criminal activity, footage can be shared with the police.

We ask for patience when investigating any matters. Updates will be offered as soon as staff are able. Contacting the school switchboard for an update before it is offered will likely slow down any investigation.

1.13 Sanctions

- The school will apply sanctions in a reasonable and proportionate fashion.
- They will be served in response to reported incidents and their subsequent investigation.
- Sanctions will be imposed where it is shown 'on the balance of probability' that the incident occurred. This civil measure means that it is more likely than not that the incident took place.
- In each case the school will consider the range of individual student needs in determining the appropriate use of such sanctions.
- These will include the previous behaviour record, student's age, special educational needs, and any wider circumstances that may be affecting the student/s.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. The school has a range of disciplinary sanctions that may be implemented as appropriate, and these are set out in the appendices of this policy.

Detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It takes place for a short period when a pupil remains under supervision when peers have been allowed to go to break, lunch or home.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that students can return home safely at a later time in the case of after school detentions.

At William Farr School the majority of detentions take place during lunch time and still allow for a comfort break and accessing food. The detention system is set up to allow for the swift resolution of issues and so that work missed can be completed.

Where a student does not attend a detention session, they will find that the issue escalates and a subsequent lunchtime detention of greater length may be issued, or an after-school session.

Parents/carers are informed of after school sessions in advance and they are never set 'on the day'. Notification will come via text message, phone call or letter.

1.14 External Agencies' Involvement

- In all cases of misconduct, the Head teacher will consider whether the police or any other external organisation should be notified of the disciplinary action taken.
- The police will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the school community or the public.
- When the school is informed that the police have been involved in an issue of behaviour, either in or outside school, the school will fully cooperate with any investigation.
- This will include the submission of evidence, should the police request it, that may be available relating to the reported case. **At such times it must be accepted that updates/comments on the case may not be possible.**

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's Child Protection Policy will be followed.

1.15 Suspension & Permanent Exclusion

- All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

- Headteachers can use suspension (formerly called Fixed-term exclusion) and permanent exclusion in response to serious or very serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
- The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.
- Parents have the right to make representations to the Governing Body about suspensions and the Governing Body must review all permanent exclusions.
- Where a Governing Body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.
- Please refer to the School's Exclusion Policy for further details on exclusions, including the school's approach, procedures, and reviews.

1.16 Searching Students

School staff can search students without parental consent/agreement for any banned or suspected banned item.

Further details can be found in the July 2022 government publication for schools: assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions including electronic mobile devices, without parental consent, where they suspect the student has prohibited item(s) or material(s) which could cause harm or distress. The police may be requested to attend school to support searches.

1.17 Prohibited Items

At the time of publishing this policy, prohibited items are:

- Knives and weapons, including replica items
- Energy drinks and fizzy beverages unless purchased from the school canteen
- Alcohol
- Laser pens
- Illegal drugs and any associated paraphernalia
- Legal highs
- Non-prescription medications or those which have not entered school following appropriate protocols
- Stolen items
- Tobacco and cigarette papers
- Matches or lighters
- Vapes or vape oils/fluids
- Fireworks
- 'Fun snaps'/bangers
- Chains;
- Catapults;
- Lighters, matches;
- Tools (scissors, screwdriver, hammer, nails)
- Pepper sprays and gas canisters
- Laughing Gas
- Any item fashioned to cause injury, for example, a sharpened stick or a shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleachers, nail varnish remover)
- Aerosol (including deodorant and hair spray)
- Stink bombs
- Solvents including Super Glue
- Chewing gum
- Mobile phones
- Needles (syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school medical policy);
- Rope, cable ties.
- Items containing hazardous contents.
- Items with age restrictions not suitable for school-age children.
- Balloons and water-balloons

- Pornographic images (including those stored electronically)
- Covert recordings either video or audio
- Images/video/recordings which has been taken or stored contrary to the school's policy on acceptable use of mobile device.
- Images/video/recordings taken of any employees of William Farr School.
- Images/video/recordings which has been edited or shared/uploaded to social media platforms, which could be deemed malicious
- Physical or digital materials that relate to hate-speak/hate-crimes
- Suspiciously large quantities of cash. Specifically more than £15 unless for a specified purpose e.g. submitting currency for an overseas visit. We are a cashless school and there will be very few if any reasons for students having large quantities of cash in school.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

This list is not exhaustive and can be added to at any time during the course of the year without necessarily updating the Policy.

Search Protocols

Searches will be used where there are grounds to be suspicious that a pupil has an item/items which are prohibited.

A search will be used for any pupil found occupying a toilet cubicle with another individual.

- Searches will be conducted in such a manner as to minimise embarrassment or distress.
- Searches will be conducted to allow privacy for the individual having their items checked.
- Any search of a student or their possessions will be carried out by two staff members, one of which, where possible, should be the same gender as the student, unless there is potential harm to others.
- A search can extend to the use of a handheld metal detector. The intention of this is to ascertain if a student may have deliberately concealed items from staff.
- Deliberately concealing items is a punishable action from a pupil.
- A record of the search will be completed and signed by the members of staff and the student. The search may also be recorded on CPOMS.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3;
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 1.17), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 1.17). A member of staff usually the Head of Year or Assistant Head of Year will tell the parents/carers as soon as is reasonably practicable:

- What happened;
- What was found, if anything;
- What has been confiscated, if anything;
- What action the school has taken, including any sanctions that have been applied to their child.

1.18 Use of Reasonable Force

All school staff have the power to use reasonable force to prevent students:

- Committing an offence
- Injuring themselves or others
- Damaging property
- To maintain good order and discipline in the school

Searching for items that pose an immediate risk – the school can search a pupil immediately and with force if they have reasonable grounds to suspect they possess an item that could cause immediate harm or risk to the student or others in the school community.

These items could include the items listed in 1.17.

Should a pupil pose a serious risk to themselves or others, 'Team Teach' techniques may be used by staff who have received training. This may involve applying firm pressure or intervening to reduce the risk posed. Should the need arise for this course of action, the member of staff will inform the Designated Safeguarding Lead. Parents/carers will be informed.

1.19 Malicious Allegations Against Staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head teacher will consider whether to take disciplinary action in accordance with this policy.

This may mean a suspension or in the most serious of cases a permanent exclusion.

Where such an allegation is made, appropriate support will be provided for the member (s) of staff affected. The strongest sanctions may be used for such incidents.

2. Roles and responsibilities

2.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher and senior leaders to account for its implementation and any Permanent Exclusions which take place.

2.2 The Headteacher

The Headteacher and Senior Leaders with delegated responsibility are responsible for:

- Reviewing and approving this behaviour policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

2.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents and actions taken promptly;
- Challenging pupils to meet the school's expectations.

2.4 Parents and carers

Parents and carers, where possible, should:

- Understand the school's expectations, Behaviour Policy and reinforce it at home where appropriate;
- Support their child in adhering to the school's behaviour policy;
- Use the school's MCAS (My Child at School App) to monitor their child's rewards and behaviour events and discuss these with their child;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the school promptly;

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- Embrace and take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

2.5 Pupils

There is an expectation that the overwhelming majority of students know how to behave appropriately in school and therefore will do so.

Pupils will be made aware of the following during their induction into the behaviour culture and through regular Standards' Assemblies:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy and the Pupil Code of Conduct;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards;
- The pastoral support that is available to them to help them meet the behaviour standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Extra support and induction will be provided for pupils who are non-routine admissions.

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the school, keeping to the left in corridors and when using stairs;
- Treat the school buildings and school property including toilets with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online;
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum;
- Pupils are expected to comply with the Pupil Code of Conduct (see Appendix 1). This is reinforced regularly by the Form Tutor, Class Teachers, Assemblies and at the start of each new term.

2.6 School Behaviour Curriculum

The school is committed to achieving and maintaining the highest standards of behaviour and discipline among its pupils at all times.

It seeks to achieve this by:

- encouraging a positive attitude towards pupils,
- a recognition of individual strengths and achievements, and
- the development of self-discipline.
- This in turn raises self-esteem, increasing confidence and self-belief together with fostering a deep sense of belonging within our school community.

This underpins the school's vision statement where every pupil is known, valued and achieves as an individual and ensures that the School's values are 'lived' through positive interactions with others.

Positive recognition takes many forms as detailed above in Section 1.9 .

3. Systems & Processes of Behaviour Management

3.1 Inappropriate behaviour

Staff have identified a range of inappropriate behaviours and categorised them according to severity as outlined below. Repeated incidents at any one level may escalate with severity.

There are 4 tiers:

- Low level everyday classroom management
- Significant/persistent needing to be recorded
- Serious needing to be recorded and follow up actions required, of which suspension may be one
- Very Serious/Isolation recorded and warranting suspension or permanent exclusion

Low-level

Examples which would be expected to be dealt with by the classroom teacher and should not involve external intervention:

- Chatting off task
- Failure to complete (appropriate) work on time and in line with ability
- Failure to engage/participate in lesson
- Inappropriate calling out
- Out of seat without permission
- Off task
- Talking out of turn
- Making staff aware of mobile phone
- Swinging on chair
- Entering classroom without permission
- Fiddling or fidgeting with equipment
- Inappropriate noises
- Minor, correctable uniform issues

Note: This is not an exhaustive list

Low level incidents are dealt with as part of our classroom management strategies. On the whole good preparation and planning make these incidents less likely. It needs to be remembered that students may not be able to sit silently all day.

Significant/Persistent

Persistence with the issues listed above will be viewed as a significant issue. Students should always take and use the opportunity to correct behaviours when first alerted to them. Significant or persistent behaviour issues will generate an action which must be logged by the appropriate member of staff onto the student's profile.

In academic terms, these incidents would be isolated to specific subject areas or may be deemed, one off incidents. These types of behaviour include:

- Missed Detention
- Refusal to be seated as directed by an adult
- Inappropriate Mobile Phone/Smart Phone/Smart Watch including earphones or equivalent item
- Persistent homework failure escalated to Head of Subject
- Persistent lateness to lessons
- Persistent disregard for Uniform/Jewellery policy
- Inappropriate/malicious verbal comment towards another student
- Social Media malice
- Other form of cyber malice
- Deliberate misuse of school ICT
- Truancy from lesson/form time
- **Deliberately obstructing school enquiries**

Actions may include one or more of the following (please note parents may be contacted at this level, Form Tutors will also be informed):

- Dealt with by the Faculty leadership, which could include period of time spent in another classroom
- A subject report.
- Lunchtime detention, logged on the school system
- Confined to a certain area of the school during unstructured time
- Removal from a lesson/subject
- Involvement of parents

Note: This is not an exhaustive list

Serious

These incidents may have a repetitive or serious, persistent pattern to them, or warrant being classed as greater than significant. In academic terms they may represent concerns in more than one subject area. They include:

- Repeat Inappropriate/malicious verbal comment towards another student
- Repeat Social Media malice or a serious one-off issue
- Repeat other form of cyber malice or a serious one-off issue
- Repeat disruptive behaviour
- Fighting/physical behaviours towards peers
- Persistent lateness to school
- Smoking/vaping
- Truancy from school
- Persistent Homework Failure escalated to SLT
- Repeated removal from lessons across a variety of subjects
- Unintentional damage to school property
- Deliberately obstructing school inquiries
- Other (Severe)

Actions may include one or more of the following, please note parents must be informed at this level:

- A C3 resulting in the removal of a student from a classroom – contact to be made with parents/carer by the subject teacher
- A period of Isolation (determined by Deputy Headteacher and/or SLT member)
- Internal Exclusion (including formal reintegration with parents)
- Suspension (formerly called Fixed Term Exclusion) – reintegration to the school necessitates a meeting with student and parent/carer.
- Formal warning from the Headteacher
- Involvement of parents
- Involvement of external agencies via a PSP (Pupil Support Plan)
- Removal of student from lessons for a period of time (determined by HOF/HOY)
- Formal meeting with parents (HOF/HOY)
- School detention (determined by HOF/HOY / Deputy Headteacher and/or SLT member)
- Report Card (Tutor/HOY or SLT)
- A period served in isolation
- Form Tutor Report, to monitor behaviour in lessons
- Mentoring with Pastoral Support
- Involvement of the Attendance Officer

Note: This is not an exhaustive list

Very Serious

This list is not exhaustive and behaviour not on this list will be dealt with at an appropriate level, invariably by the Head of Year and/or members of the Senior Leadership Team.

- Threatening behaviour towards staff/adult
- Threatening behaviour towards student
- Assault on Staff/Adult
- Assault on Pupil

- Persistent inappropriate/malicious verbal comment towards another student
- Persistent social media malice
- Persistent other form of cyber malice
- Deliberate damage to school property
- Persistent challenging authority of school
- Illicit Substances
- Disruptive behaviour within internal and external examinations*
- Offensive weapon
- Homophobic Incident
- Racist incident
- Theft
- Persistent disruptive behaviour
- Verbal abuse – Teacher
- Peer on peer sexual harassment/abuse
- Absconding the school site
- Possession of prohibited items
- Images taken without consent or permission
- Uploading images or content of concern to web based or social media platforms
- Deliberately obstructing school inquiries
- Disruption of isolation rooms or hub support rooms

Sanctions may include:

- Involvement of Senior Staff and specifically the Deputy Headteacher in charge of Care & Guidance and/or the Head Teacher
- Removal of privileges or extra-curricular activities such as trips, visits or workshops
- Internal Exclusion (including formal reintegration with parents)
- Suspension (formerly called Fixed Term Exclusion) – reintegration to the school necessitates a meeting with student and parent/carer.
- Formal warning from the Headteacher
- Involvement of parents
- Involvement of external agencies via a PSP (Pupil Support Plan)
- Permanent Exclusion (PX) based on a National Standard List
- Involvement of external agencies such as the Pupil Reintegration Team, Police, Prevent Team or Ethnic Minority and Traveller Education Team
- *Referral to the relevant examination awarding body

Please note that persistent behaviour warranting suspension could lead to permanent exclusion.

Each of the above or a combination of these behaviours would be classed as very serious and could result in suspension or permanent exclusion from William Farr School. A permanent exclusion is possible for a first offence. Please note: a one off very serious incident could result in a permanent exclusion.

Pupils at risk of Permanent Exclusion

The school follows the DfE Statutory Guidance, ‘Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement’ in providing support and intervention steps for pupils at risk of permanent exclusion for a persistent breach or one-off breach of the School Behaviour Policy (See Suspensions and PE Policy).

In addition, pupils at risk of a permanent exclusion, may be invited to attend a Governor Support Panel Meeting with their parents/carers depending on the circumstances. Please note that events may overtake this option.

Its terms of reference are to:

- Take an independent view of what the school has done to support children at risk of permanent exclusion.
- Find out any mitigating circumstances or justification and to explore where the school and child goes from there.

The school does not attend the meeting; a written report is sent to the panel in advance of the meeting.

This internal approach should reduce the likelihood of a permanent exclusion.

The school will not discuss the sanction of a pupil with another pupil or another pupil's parents.

Consequence Hierarchy

Where a student's behaviour falls short of the standard expected in the classroom, staff operate a consequence hierarchy (C1, C2, C3) which range from a formal warning to a removal from the lesson depending on the nature of the incident. (Appendix 3).

It is expected that a formal warning at C1 should be sufficient to align a student's behaviour with the Pupil Code of Conduct. A pupil who has been issued with a C2 or C3 will not have responded to the warning given at C1 level and further action has been required to modify their behaviour.

Depending on the severity of the incident and taking into account contextual factors and any mitigating circumstances if relevant, staff may use a 'step out room' with the department where a pupil is sent to in response to unacceptable behaviour.

Mobile phones

Mobile phones are not permitted in school. The level of disruption that can be caused to learning and progress in lessons is well documented: 'Mobile phones risk unnecessary distraction, disruption and diversion...we owe it to our children to do what we can to remove distractions and enable them to be fully present and engaged in the classroom.' (DfE Mobile phones in schools Guidance for schools on prohibiting the use of mobile phones throughout the school day).

Mobile phones, particularly, can be used inappropriately which can lead to cyber bullying and potential safeguarding concerns within school and the wider community.

Under no circumstances are students allowed to have a mobile phone in their possession during the school day. If students are found in possession of a mobile phone, the School Behaviour Policy will apply.

Should a pupil need to communicate with parents/carers, they need to ask staff at Reception.

Mobile phones are sometimes allowed when pupils are going on an educational visit. Information about this will be provided by the Trip Leader.

Should a pupil have a medical condition which requires the use of a mobile phone, for example, pupils with diabetes who need to monitor blood sugar levels, then a reasonable adjustment to the use of a mobile phone in school will be made in consultation with the child's Head of Year.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Refer to our child protection and safeguarding policy for more information.

Online misbehaviour

The school can issue behaviour sanctions for online misbehaviour when this results in misbehaviour occurring in school or when:

It poses a threat or causes harm to another pupil in school;

It could have repercussions for the orderly running of the school;

It adversely affects the reputation of the school, for example posting libellous or defamatory comments about the school or staff on social media. The school will also expect that any pupil removes such comments immediately. In serious cases, the school will consider its legal options to deal with any such misuse of social media;

The pupil is identifiable as a member of the school.

Parents/carers are encouraged to report online misbehaviour to the police and social media if appropriate.

Sanctions will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Please refer to our child protection and safeguarding policy for more information.

'Suspended' Fixed Term Suspension

This concept is to allow pupils an opportunity to correct their behaviour without serving a Fixed Term Suspension. It may be given where a pupil is not fully aware of the school's high expectations or where the circumstances of the offence and context in which it occurred warrant such an action. This is at the discretion of the Headteacher or the Senior Team. When a pupil is given a 'suspended' Suspension, depending on the nature of the offence, they will also have been placed in Internal Isolation.

Once a suspended suspension has been issued, if there is a re-occurrence of the same incident within a calendar year of the original incident, a Fixed Term Suspension will be invoked. A suspended suspension lasts for a 3-month period.

Fixed Term Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to the Suspensions and Permanent Exclusion Policy for more information.

3.2 Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

In removing triggers of misbehaviour, the school will consider using, where appropriate (not exhaustive):
short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;

Adjusting seating plans;

training for staff in understanding conditions such as autism;

use of a space where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

The pupil was unable to understand the rule or instruction;

The pupil was unable to act differently at the time as a result of their SEND;

The pupil was likely to behave aggressively due to their particular SEND ;

The school will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

3.3 Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

3.4 Training

Staff will receive regular updates and training in behaviour management and relational practice to support the implementation of this policy.

3.5 Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

Behavioural incidents, including removal from the classroom;

Attendance, permanent exclusions and suspensions;

Use of pupil support units, off-site directions and managed moves;

Incidents of searching, screening and confiscation;

Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys) .

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed annually.

3.6 Links with other policies

This behaviour policy is linked to the policies as outlined in 1.4.

Appendices

Appendix 1

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#) [Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#). In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy (included within this policy)

This policy complies with our funding agreement and articles of association.

Appendix 2: Pupil Code of Conduct

William Farr Code of Conduct A B C D E F

A	Accept that your actions are your choice	B	Be on time, every time
C	Come to school fully equipped for learning and wearing correct uniform	D	Do all classwork and homework to the best of your ability
E	Ensure that you keep hands, feet and unkind words to yourself	F	Follow all instructions the first time



WILLIAM FARR
C of E Comprehensive School

Appendix 3: Consequences Hierarchy

Consequences Hierarchy

This guide is not exhaustive and does not cover every behavioural incident. It is designed to assist and support staff in deciding upon the most appropriate action to take using their professional judgement. Staff should familiarise themselves with SEND Passports and Behavioural Support Plans for individual students for any adjustments which may need to be made. When applying sanctions, context, intent and circumstances of the incident must be considered. This is why certain behaviours fall within 1 or more categories as they will be scale depending.

Fixed Term Suspension	<p>Serious breach of Behaviour Policy, Persistent breaches of Behaviour Policy</p> <p>Homophobic, Transphobic or Racist behaviour or language,</p> <p>Persistent defiance, rudeness or breach of behaviour policy,</p> <p>Physical behaviour</p> <p>Theft, Vandalism, Bullying, Banned item</p>	<p>These behaviours must be referred to HOY for investigation. Sanction and support to be determined by SLT/HOY.</p>
Internal Suspension	<p>Swearing, Bringing into school or using a mobile phone in school, Bringing into school a banned item, Using a banned item, Homophobic, Transphobic or Racist behaviour or language, Defiance and/or rudeness to staff, Physical behaviour including 'play fighting'</p> <p>Theft, Vandalism/Damage to property, Bullying</p> <p>Poor behaviour on the school bus</p>	<p>These behaviours must be referred to HOY for investigation. Sanction and support to be determined by SL/HOY.</p>
After school detention	<p>Truancing</p> <p>Persistent disruptive behaviour</p> <p>Unkind behaviour</p> <p>Not attending a lunchtime detention</p> <p>Unsafe behaviour</p> <p>Graffiti</p> <p>Poor behaviour on the school bus</p>	<p>These behaviours can be dealt with by Middle Leaders.</p>
Detention	<p>Continued disruption in the classroom, Lateness to lessons</p> <p>Chewing gum</p> <p>Wearing uniform incorrectly*</p> <p>Lack of equipment</p> <p>Lack of classwork</p> <p>Poor behaviour on the school bus</p> <p>Lateness*</p>	<p>These behaviours can be dealt with by the individual member of staff or by Middle Leaders.</p> <p>*Centralised detention</p>
Verbal Warning	<p>Low Level Disruption in the classroom</p> <p>Lack of equipment</p> <p>Wearing uniform incorrectly</p> <p>Lack of classwork/Homework/poor effort</p> <p>Unkind behaviour that can be 'nipped in the bud' early</p>	<p>These behaviours can be dealt with by the individual member of staff.</p>

Appendix 4: Attitude to learning

ATTITUDE TO LEARNING DESCRIPTORS (Years 7 – 11)

Behaviour	<p>A ALWAYS behaves as expected and maintains excellent focus throughout, setting an example for other students</p> <p>B USUALLY behaves well and follows instructions as required but occasionally needs refocussing to get the best out of each lesson</p> <p>C SOMETIMES behaves as expected however requires frequent reminders to stay focussed and on task, can be easily distracted by others</p> <p>D RARELY meets the minimum requirement of behaviour and can be disruptive, which not only negatively affects their own learning, but that of others too</p>
Effort	<p>A ALWAYS applies excellent effort in all lessons and is motivated to learn and make the most of every opportunity to broaden their learning</p> <p>B USUALLY applies good effort in lessons and is positive about learning, wanting to achieve to the best of their ability</p> <p>C SOMETIMES reluctant to apply the required effort in lessons and can be happy to do the minimum work required</p> <p>D RARELY commits fully to learning in lessons and often requires supervision to complete work, reluctant to engage unless closely monitored</p>
Homework	<p>A ALWAYS completes homework to an excellent standard and submits by the deadline showing a great commitment to independent learning</p> <p>B USUALLY completes homework to a good standard and submits by the deadline showing that they are working towards independent learning</p>

	<p>C SOMETIMES completes homework but it is not always of the required standard and/or often misses the deadline, happy to settle for the bare minimum</p>
	<p>D RARELY completes homework to the required standard and/or submit it by the deadline, independent work is inadequate in relation to ability</p>

ATTITUDE TO LEARNING DESCRIPTORS

Presentation	<p>A ALWAYS presents work in an organised and neat manner in line with our "PROUD" guidelines</p>
	<p>B USUALLY presents work neatly, however sometimes needs to be reminded of the importance of our "PROUD" guidelines</p>
	<p>C SOMETIMES presents work neatly, however often needs to be asked to pay more attention to presentation and our "PROUD" guidelines</p>
	<p>D RARELY completes work in a neat or organised fashion and needs to pay much more attention to presentation and our "PROUD" guidelines</p>
Ready for Learning	<p>A ALWAYS arrives at lessons on time, organised and with the required equipment ready to learn</p>
	<p>B USUALLY arrives at lessons on time and with most of the required equipment, occasionally needs to be reminded to be ready to learn</p>
	<p>C SOMETIMES fails to arrive to lessons on time and/or attends without the required equipment and therefore not ready to learn</p>
	<p>D RARELY attends lessons on time and/or often does not bring the required equipment showing little intent for learning</p>

KeyStage 5 AtDescriptors:

Uses numerical rather than letter values to contrast clearly with academic grades.

Different titles to reflect the difference in Sixth Form study.

Conduct	1	CONSISTENTLY behaves well,inquisitive and asks thought-provoking questions to extend learning, seeks challenges and is prepared to take risks to further learning
	2	USUALLY behaves as expected,asks appropriate questions in lessons to extend learning,accepts challenges when offered and is happy to learn from mistakes
	3	SOMETIMES loses focus in lessons due to lapses in behaviour.Sometimes asks questions to further learning, accepts challenges but prefers to stay in their comfort zone
	4	RARELY meets the expected standard of behaviour.Never asks questions to develop learning and usually chooses the easiest options rather than accept challenges
Effort	1	CONSISTENTLY displays high motivation and active participation in all lessons.Takes full responsibility for their own learning and responds well to guidance from teachers
	2	USUALLY well motivated and participates fully in lessons.Takes responsibility for their own learning when encouraged to do so and responds to guidance from teachers
	3	SOMETIMES lacks motivation and can be reluctant to take responsibility for their own learning.Does not always respond well to guidance from teachers
	4	RARELY demonstrates motivation to participate fully during lessons and takes little or no responsibility for their own learning.Rejects guidance from teachers
Preparation	1	CONSISTENTLY prepares fully for lessons,arriving on time and fully equipped with the correct resources
	2	USUALLY prepares for most lessons,arriving on time and with most ofthe resources necessary
	3	SOMETIMES prepares for lessons,however can be late on some occasions and arrives with incomplete equipment and/or resources
	4	RARELY prepares for lessons,often attends lessons late and/or does not bring the required resources and is therefore not ready to learn
Independent Learning	1	CONSISTENTLY completes homework tasks to an excellent standard as well as using a wide range of resources to develop subject knowledge outside of taught lessons
	2	USUALLY completes homework tasks to a good standard as well as using a limited range of resources to develop subject knowledge outside of taught lessons
	3	SOMETIMES completes homework tasks but there is little evidence of making effective use of learning opportunities outside of taught lessons
	4	RARELY completes homework tasks and there is no evidence of making effective use of learning opportunities outside of taught lessons
Deadlines	1	CONSISTENTLY demonstrates the ability to effectively self-manage time in order to maximise productivity and meet all deadlines
	2	USUALLY demonstrates the ability to manage time productively and meets most deadlines
	3	SOMETIMES does not use time effectively and therefore misses deadlines
	4	RARELY meets deadlines for independent learning and/or coursework assignments

