

Behaviour Policy

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Produced by	School
SLT Responsible	Headteacher
Signature of Chair	
Signature of Headteacher	

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Describe our system of rewards and sanctions.
- Provide **clarity** regarding our expectations, systems, rewards and sanctions
- Ensure **simplicity** in managing behaviour and rewards
- **Support** the wellbeing of all.
- Ensure **consistency** in managing behaviour and rewards
- Outline how **school, students and home work in partnership** to achieve the best outcomes for every student.

2. Legislation, statutory requirements and guidance

This document is intended:

- For the guidance of staff, students, home and governors
- To link with other statements of school policy, eg, the uniform rules, permanent fire notices, staff handbook and governing body policy.
- To be read in association with other school policies such as the Attendance policy.
- To be read in association with relevant department for education advice
 1. [Behaviour in Schools](#)
 2. [Further guidance](#)
 3. [SEND Code of Practice](#)
 4. [Searching, screening and confiscation: advice for schools 2022](#)
 5. [The Equality Act 2010](#)
 6. [Keeping Children Safe in Education 2023](#)
 7. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
 8. [Use of reasonable force in schools](#)
 9. [Supporting pupils with medical conditions at school](#)
 10. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
 11. Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
 12. Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and

written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

3. Roles & Responsibilities

The governors are responsible for:

- Reviewing this policy in conjunction with the headteacher
- Regularly monitoring the effectiveness of the behaviour policy
- Approving this policy

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

Staff are responsible for:

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

- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher 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
- 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.

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- 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 don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are in-year admissions.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of Fearnhill's approach to preventing and addressing bullying are included in our [anti-bullying policy](#).

5. Fearnhill behaviour curriculum

The Fearnhill Standards outline the behaviour we expect of students and the behaviours that are unacceptable. The Fearnhill Standards are displayed in all classrooms and are referred to regularly by staff. The Fearnhill Standards are taught to students each day through the delivery of the curriculum. The Fearnhill Standards are linked to the attributes of the Fearnhill Student - someone who is kind, confident, resilient and Self-Aware.

The Fearnhill Standards

A Fearnhill student is kind, confident, resilient and self-aware.

Attendance

- **Kind** - Be on time to school and lessons.
 - **Confident** - Make healthy choices about sleep, diet, exercise and phone use to maximise attendance.
 - **Resilient** - Make every effort to come to school every day.
 - **Self-Aware** - Understand the devastating impact of poor attendance on achievement.
-

- It is unacceptable to leave the classroom without permission.
- It is unacceptable to miss lessons without a valid reason.

Conduct

- **Kind** - Treat others as you would like to be treated.
 - **Confident** - Follow staff instructions first time, every time.
 - **Resilient** - Report bullying concerns.
 - **Self-Aware** - Understand the devastating impact of poor behaviour on achievement.
-

- It is unacceptable to intimidate others.
- It is unacceptable to refuse staff instructions.

Uniform & Equipment

- **Kind** - Comply with regular uniform and equipment checks.
 - **Confident** - Wear the correct school uniform correctly at all times. This includes wearing PE kit in PE lessons.
 - **Resilient** - Bring a pen, pencil, ruler, calculator, reading book to school every day in a school bag.
 - **Self-Aware** - Understand you are representing the school whenever you are in school uniform.
-

- It is unacceptable to refuse to wear loaned school uniform items.
- It is unacceptable to refuse to wear school uniform correctly.

Environment

- **Kind** - Ensure Fearnhill is litter, graffiti and chewing gum free.
 - **Confident** - Move calmly, quietly and considerately around school between lessons.
 - **Resilient** - Support the school's mobile phone policy.
 - **Self-Aware** - Clean up after ourselves, leaving classrooms, dining spaces and school facilities tidy.
-

- It is unacceptable to damage property belonging to others.
- It is unacceptable to use a mobile phone in school.

Community

- **Kind** - Treat everyone with respect and dignity regardless of their race, sex, gender identity, religion, culture, sexuality or disability.
 - **Confident** - Welcome visitors and new members of the school community.
 - **Resilient** - Listen to adult feedback and advice.
 - **Self-Aware** - Reject hurtful or discriminatory language, including all swearing.
-

- It is unacceptable to bully others.
- It is unacceptable to make derogatory comments about others in person or online.

Learning

- **Kind** - Support others with their learning.
 - **Confident** - Complete any tasks set, taking pride in all work.
 - **Resilient** - Try our best every lesson, even when it is difficult.
 - **Self-Aware** - Listen to others without interrupting or shouting out, especially when the teacher is talking.
-

- It is unacceptable to disrupt the learning of others.
- It is unacceptable to refuse to attempt work.

6. Partnership Agreement

The partnership agreement outlines the steps school, students and home are expected to take to support Fearnhill being a safe and respectful learning environment.

The Fearnhill Partnership Agreement

When a student joins Fearnhill, they and their family agree to the partnership agreement.

Attendance

School

- Model attendance expectations
- Expect all students to arrive to every lesson on time
- Record and monitor attendance
- Communicate student attendance figures with the student and their home
- Recognise and reward 100% attendance

Student

- Make sensible and healthy choices that support good attendance
- Aim for 100% attendance every week
- Arrive on time for every lesson

Home

- Make every possible effort to ensure child's attendance is 100% each week.
- Report all planned and unforeseen absences to school as soon as possible.
- Help children to be prepared for school the night before.
- Do not make any non-emergency appointments during the school day.
- Do not book term-time holidays.
- Attend all meetings arranged by school, including all parents' evenings.

Conduct

School

- Foster a calm and orderly environment in lessons and during unstructured times.
- Reward and celebrate good behaviour.
- Notify parents of sanctions longer than 10 minutes after school.
- Provide clear and reasonable instructions to students.
- Confiscate mobile phones when students are using them in school.

Student

- Follow Fearnhill Standards at all times in school, including on trips or during extra-curricular activities, when in school uniform and in the community.

- Respect other people's personal space. Never use physical contact to resolve a dispute.
- Show respect to all members of the school community.
- Follow staff instructions first time, every time.
- Act as a role model of good conduct.

Home

- Support the school in upholding high expectations of behaviour.
- Monitor their child's rewards and sanctions and discuss them with their child.
- Remind their child to attend any detentions they receive.
- Respect the Fearnhill Standard as our approach to promoting excellent conduct of students.

Uniform & Equipment

School

- Model high standards of students in our personal appearance.
- Check students' uniform & equipment every day.
- Sanction uniform infringements in line with the school's behaviour policy.
- Provide a stationery support scheme for those who opt in.
- Make available loan uniform and equipment where required.

Students

- Wear the correct uniform to school every day, taking pride in their own appearance.
- Wear the correct PE kit in all PE lessons.
- Wear loaned uniform if required, and return in good condition.
- Bring the correct equipment to school every day in a school bag.

Home

- Ensure their child leaves home every school day in the correct uniform and with PE kit if required.
- Ensure their child leaves home every school day with the correct equipment in a school bag.
- Support the school in upholding high standards of personal appearance including not paying treatments that contravene uniform rules (e.g. acrylic nails).

Environment

School

- Keep the site clean and tidy during the school day.

- Fix any damaged or unsafe school property or equipment and remove graffiti or litter quickly.
- Provide a stimulating and well-resourced learning environment.

Students

- Move around school calmly, quietly and considerately.
- Stay 'in-bounds' at all times during the school day.
- Keep the site tidy and clean by putting litter in the bin, not chewing gum and keeping the school graffiti free.
- Leave mobile phone at home or switched off in bag all day.

Home

- Support the school's expectations on phones, gum and litter.
- Ensure any school equipment or property that is deliberately damaged by child is paid for in full.

Community**School**

- Teach and promote democracy, the rule of law, respect and tolerance and individual liberty.
- Uphold the school's anti-bullying policy.

Students

- Treat everyone with respect and kindness.
- Stand up against bullying and discrimination by reporting concerns to staff.
- Avoid using offensive or discriminatory language.

Home

- Treat school staff with respect and kindness.
- Give the school time to thoroughly investigate any incidents that may have taken place.
- Inform the school if they have any concerns about bullying or discriminatory behaviour that affects the school community.

Learning**School**

- Plan and deliver stimulating and challenging lessons that are well matched to the needs of students.
- Assess students regularly and provide targeted feedback to all students.

- Have high expectations of what students should achieve each lesson.
- Recognise and reward real effort and great work.
- Implement the school's behaviour policy consistently in all lessons.

Students

- Make a real effort to produce great work every lesson.
- Participate positively in lessons.
- Complete all homework on time.
- Revise carefully for assessments.
- Always respect the right of others to learn without disruption.

Home

- Discuss learning and homework with their child.
- Support their child to revise for assessments.
- Support their child to complete all homework on time.

7. School Rules

Students must follow staff instructions first time, every time.

In classrooms

Students must:

- Arrive on time and ready to learn
- Sit in the seat assigned on the seating plan and stay there unless directed otherwise
- Remain in the assigned seat unless instructed otherwise
- Remain in the classroom at all times unless given permission to leave
- Follow the instructions of adults in the room - first time, every time.
- Greet the teacher using their preferred salutation
- Use hands-up to ask and answer questions, without ever shouting out
- Approach all tasks with commitment, trying their best and taking pride in their work
- Treat others with respect always
- Treat the views of others with respect
- Respect the classroom environment by keeping the room and all equipment clean, tidy and in good condition.

Movement around the school

Students must:

- Ensure that movement in the corridors is respectful of people and property
- Move calmly and quietly in the corridors
- Abide by the rules concerning no entry and no exit doors
- Enter the school by the designated entrances

- Ensure that they and their bags or belongings do not impede the movement of others
- Never run inside the school building
- Ensure that at all times movement around the school does not interfere with the teaching and learning of others

Personal appearance

Students must:

- Wear the uniform as outlined on the [school website](#).
- Where students do not have the correct uniform, they must wear loaned uniform items, if provided; go home to change where appropriate; or, accept sanctions given.
- Wear school uniform correctly at all times, including in the community and when representing the school.
- Wear correct PE kit for all PE lessons .

Personal possessions:

Students must:

- Avoid bringing high-value items (e.g. over £50) to school without prior permission from teachers and on the understanding that any damage caused will not be paid for by the school.
- Never bring any of the following items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Not steal or damage property belonging to another person or the school.

Mobile Phones

Mobile phones should not be seen or heard during the school day. If students bring phones to school, they do so at their own risk. Phones are to remain off and in school bags at all times.

If phones are seen during the school day they will be confiscated as follows:

First confiscation – returned at the end of the day.

Second confiscation – to be collected by the parent/carer.

Third confiscation – to be collected by the parent after 7 days.

Fourth confiscation – to be collected by the parent after 14 days.

The school will not usually take action regarding online incidents where:

- The incident took place outside school
And:
- The incident would not have happened if the victim did not have the relevant social media account, or;
- If the victim responded online.

Care for the environment

Students must not:

- Drop litter, but always use bins provided.
- Damage school property either deliberately or as a result of carelessness
- Cause graffiti
- Chew gum or sweets
- Be in possession of chewing gum or sweets
- Eat food inside, except for the canteen, or when given specific permission by a staff member.

Health and safety

All accidents on school premises must be promptly reported to a member of staff. Students are reminded:

- Smoking and vaping are prohibited on school premises also when travelling to or from school or whilst wearing the school uniform, or engaged in any offsite school activity
- Students must remain silent when the fire alarm sounds, leaving via the nearest exit and lining up in fire drill positions in register order.
- Remain on school premises and stay in the permitted spaces during break and lunch and at the beginning and end of the school day.

Lateness & Truancy

Students must be in the right place at the right time.

If students arrive after 8.30am to register, they must sign into school at reception.

Students are given 5 minutes to move before the start of each lesson. Students will be marked late if they arrive after the start time.

Period	Start time
Registration	08.30 precisely

1	08.55 precisely
2	09.57 precisely
3	11.15 precisely
4	12.17 precisely
5	14.00 precisely

Truancy is when a student does not attend their timetabled lesson(s) without a valid reason.

A student will be considered to be truanting if they do any of the following without the permission of a member of staff:

- Arrive more than 5 minutes late to a lesson
- Leave a lesson
- Refuse to enter the classroom
- Attend a different lesson to the one on their timetable
- Fail to return to a lesson they have been given permission to leave for a specific reason (for example, not returning from the toilet in a reasonable timeframe)
- Fail to attend a lesson

Transport and journeys to and from school

Students may ride a bicycle to school, but must wear a helmet. Bicycles must be kept in good condition and stored in the bicycle shed. Dangerous bicycles may be impounded. The school cannot accept responsibility for any loss or damage to students' bicycles. Students must walk their bicycles whilst on school premises. Students who choose to cycle must do so responsibly and safely, including wearing a helmet.

eScooters are banned from the school premises. eScooters brought onto site will be confiscated and will not be returned to the student or their parents. Students are not permitted to use an eScooter to travel to school.

Students should not cross the car park for any reason.

Break & Lunchtime arrangements

Students wishing to purchase food from the canteen at break or lunch must:

- Line up on the left-hand side of the library corridor.
- Wait to be given permission to enter the canteen by a member of duty staff.
- Not push in front of others in the queue.
- Pay for all food and drink before leaving the servery.
- Have enough money on their online account to pay for food.

Where students are provided with equipment (e.g. footballs) at break and lunch, it must be returned in good condition before the start of the next lesson.

Students must stay in the allocated spaces during break and lunch time. Students must not be anywhere where they are unsupervised.

In the community

Fearnhill students are to represent the school well in the community, recognising that poor behaviour in the community has repercussions for the individual and the school.

Fearnhill Students always:

- Treat members of the public with respect and dignity
- Show special care to more vulnerable members of the community (e.g the elderly, those with disabilities and young children)
- Respect those working in the community such as shopkeepers and bus drivers
- Behave in a calm and civilised manner in shops and food outlets, always respecting staff and other customers.
- Obey the law. Students must not shoplift or steal.
- Create a positive impression of the school by their actions
- Use footpaths and road crossings safely, being considerate of other road users and pedestrians.
- Treat public facilities such as parks and bus stops with respect, causing no damage (including graffiti) and without dropping litter.

Fearnhill rules are summarised in ‘The Fearnhill Four’:

1. We will not tolerate disruption or disrespect. (No disruption, No disrespect.)
2. We make sure we are always in the right place at the right time. (Right place. Right time.)
3. We follow staff instructions first time, every time. (First time. Every time.)
4. We give 100% Effort and take pride in our work. (100%)

8. Rewards & Sanctions

Students are routinely recognised for praiseworthy conduct and achievements. All rewards given by staff come with an associated number of merits. The issuing of rewards should be transparent and fair at all times.

List of rewards:

- Verbal praise
- Teacher phone calls
- Teacher postcards
- Celebration breakfasts
- Tutor Group Reward events
- Headteacher letter

- Headteacher phone call
- Fearnhill Student Awards
- Reward draws from the 'Proud Table'

List of behaviours that are rewarded:

Fearnhill Standard	Description	Merits
Attendance	100% for the week	4
Attendance	100% for the term	25
Attendance	Extra-curricular club	1
Conduct	Acts of kindness	1
Conduct	Being a role model to others	1
Conduct	Representing the school well	1
Uniform & Equipment	Exemplary uniform for a half term	3
Environment	Picking up litter	1
Environment	Helping to keep the school clean and tidy	1
Community	Challenging discrimination	1
Community	Acting to prevent bullying	1
Community	Contributing to student voice	1
Community	Completing a student survey	1
Community	Helping at a Fearnhill Event. E.g. Open Evening	4
Learning	Producing excellent work in a lesson	1
Learning	Helping another student to learn	1
Learning	Student of the lesson	2
Learning	Staff nomination for Hot Chocolate	3
Learning	Excellent homework	1
Learning	Excellent performance in assessment	1
Subject Leader Award	Awarded to 1 student per year group per term	5

Head of Year Award	Awarded to 2 students per year group per term	10
Headteacher letter	4 per week	3
Fearnhill Student Award	Awarded to 8 students each year	25

Sanctions

Lesson Removal Process:

Disruption of teaching and learning has a devastating impact on outcomes for students. This includes persistent low-level disruption.

- Low-level disruption includes doing any of the following without permission: shouting out, turning around, moving around the classroom, leaving designated seat, talking whilst the teacher is talking, talking during silent work, passing notes or any behaviour that is inevitably distracting to others.

At Fearnhill we support students to behave well and reward good behaviour. Staff do not hold grudges and students are given a fresh start every lesson. However, persistent disruption of learning must result in students being removed from lessons to safeguard the learning of other students.

Improve, Move, Remove

Action	Focus	Reason	Staff Response	IMR Support
Improve	A student is limiting the learning of others.	- Low-level disruption - Not following instructions	- Staff member describes behaviour. - Student is given a clear target for improvement.	N/A
Move	The student is still limiting the learning of others.	- Continued disruption - Target not acted on	- Student moved to designated new seat, ideally away from others. - Log 'Move' on Arbor. Email 888.	- On Tour staff visit lesson if available for supportive conversation with student. - Available pastoral staff may also attend.
Remove	The student is persistently and/or severely disrupting the learning of others.	- No improvement with target or seat move. - One-off behaviour that requires immediate removal	- Student given 'Remove' ticket. - Student has 3 minutes to arrive at central location. - Staff log 'Remove' on Arbor. Email 888. - Phone call home on the same day.	- Immediate phone call home with student. - Student works in reflection room for the remainder of the lesson and returns to next lesson with clean slate.

Lunch Detention

Students will be notified on the day before a lunch detention. Lunch detentions take place from 1.15-1.40pm every day. Parents and students will be made aware that a PM detention will take place on the same day where students do not attend lunch detention. The canteen will be kept open after detentions to ensure all students can get lunch.

Lunch detentions have four rules:

1. Students must sit in silence in the seat directed by the teacher.
2. Students must complete a reflection sheet.
3. Students will not be allowed to leave the classroom during lunch detention.
4. Students must not arrive after 1.20pm or leave before 1.40pm.

A lunch detention is only considered complete once a student has kept all four rules. Students who do not complete a lunch detention will be referred to PM detention on the same day.

PM Detention

Students and parents will be notified on the day before a PM detention. PM detentions take place from 2-4pm every day in the Reflection Room. Students must arrive at the start of P5 if they have a PM detention.

PM detentions have three rules:

1. Students must sit in silence in the seat directed by the teacher.
2. Students must complete a reflection sheet and work set by teachers.
3. Students must arrive on time and not leave the detention before 4pm.

A PM detention is only considered complete once a student has kept all three rules.

Reflection & Correction

Reflection and correction is from 9am-1.15pm. Parents and students will be notified the day before. Students will complete work set by teachers as well as completing a detailed reflection sheet. Students with incomplete work will be required to complete a PM detention on the same day.

The Reflection Room has four rules:

1. Students must work in silence in the seat directed by the teacher.
2. Students must complete a reflection sheet and work set by teachers.
3. Students must not leave the reflection before 4pm.
4. Students who work well will be allowed to return to their normal school day at 1.30pm, unless they are in the reflection room for missing PM detention.

Reflection is only considered complete once a student has kept all four rules.

Internal suspension

Behaviours that warrant suspensions may be completed in school as internal suspension. Students will not attend lessons for an agreed period of time and will work in a set location away from other students.

Suspension & Permanent Exclusion

Suspensions and permanent exclusion are used for serious breaches of the school's behaviour policy.

Suspensions will usually be for two days. Suspension has two rules:

1. Students must complete all work set by teachers and a reflection sheet.
2. Students who receive four suspensions in a year or eight suspensions in total will usually be permanently excluded.

Off-site direction & Managed Moves

In scenarios where a permanent exclusion is likely, an offsite direction may be used to provide respite and intensive behaviour support through our partnership with North Herts Educational Support Centre, or other providers where appropriate. The student will usually return to Fearnhill on completion of the placement. The school may also seek to arrange a managed move via the Fair Access Protocol, with the permission of the parent/carer, where this can be arranged in a timely fashion.

9. Support & intervention

High Quality Teaching

The need for intensive support and intervention is always reduced where there is high quality teaching in every classroom. At Fearnhill all teachers follow our 'Classroom routines for good behaviour:'

- Start lessons promptly
- Greet all students on arrival
- Check uniform on arrival and departure
- Begin lessons with a 'Do-Now' task
- Register response – "yes, Miss/Sir"
- Use 'SHINE' to call class to attention
- Use '4 voices' to indicate expected volume
- Check for understanding regularly
- Circulate the room
- Use authentic praise
- Use rewards and sanctions as outlined in this policy
- Dismiss on time, one row at a time.

Special Educational Needs or Disabilities

The school recognises that students' 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, although we recognise that 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. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will cooperate with the local authority and other bodies

Reasonable adjustments may be made to support students with SEND to adhere to the expectations of the school's behaviour policy. The school's special educational needs co-ordinator (SENDCo) will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Analysis of behaviour data will be shared with the governing body on a termly basis to identify trends and ensure that no group of students is being unintentionally discriminated against.

Managed Timetables

Some students are unable to cope with mainstream education all of the time. In these circumstances, a personalised managed timetable will be used to ensure the student is able to complete their qualifications, reach a suitable end point and transition to their next stage of employment, education or training. On rare occasions, this may include changes to the times of the school day for the student. Details of managed timetables will always be shared with the Local Authority and reviewed on a regular basis.

Support strategies

Where students face challenges to meet the expectations of the behaviour policy a range of support strategies will be employed at the discretion of the pastoral team:

Tier 1 strategies include:

Changes to unstructured times (e.g. supervised breaks), reviewing consistent application of behaviour policy, parental meetings, lesson respite, RAMP, Tutor/Head of Year report, family support referral, mentoring, protective behaviours, Services for Young People, small group work, bespoke timetable, EHC assessment, EHCP review (where applicable), one-to-one tutoring & SEND intervention.

Tier 2 strategies include:

ESC advice and guidance, daily support worker/TAF, counselling, Educational Psychologist, ISL services referral, DSPL manager support, Ask SALI, PALMS, SENDIASS & SLT report.

Tier 3 strategies include:

ESC outreach, SASH, CAMHS/Step 2, External Families Counsellor First Assessment, ISL triage, 1:1 support, LHNF application, Special School Outreach & Speech, Language, Communication & Autism referral.

10. Sanctions List

The sanctions list outlines the sanctions associated with breaking school rules. On rare occasions, a sanction may be issued for a behaviour not included on the sanctions list if the behaviour has undermined good order and compromised the wellbeing or education of others.

Sanction List

	Behaviour	Sanction	Logged	Closing the loop	
	Incorrect Uniform	None	Teacher	Email tutor & pastoral	
	Late	None	Teacher/Reception	Tutor conversation	
	Incomplete Homework	None	Teacher	Warning of sanction	First offence only
	MOVE	None	Teacher	Teacher discussion	
Attendance	Repeated lateness (2x to school or 3x to lesson)	Lunch	Pastoral	Attendance Email	
	More than 5 minutes late to lesson	Lunch	Teacher	Message home	
Conduct	Physical contact (pushing/tripping)	Lunch	Staff	Message home	
	Disrespect (e.g. swearing)	Lunch	Staff	Message home	
	Not following instructions first time, every time	Lunch	Staff	Message home	
Environment	Chewing gum	Lunch	Staff	Tutor conversation	
	Eating food in toilets or corridors	Lunch	Duty staff	Tutor conversation	
	Multiple students in toilet cubicle	Lunch	Duty staff	Message home	
	Using phone/headphones	Lunch + confiscation	Staff	Message home	Phone taken to pastoral

	Behaviour	Sanction	Logged	Closing the loop	
	Corridor conduct (e.g. shouting or running)	Lunch	Staff	Tutor conversation	
Learning	REMOVE	Lunch	Teacher	Phone call home	Complete the lesson in reflection room
	Multiple homeworks	Lunch	LCN/Teacher	Message home	
	Poor work or no work completed	Lunch	Teacher	Message home	Phone call for ongoing concerns
A	Truancing a lesson	PM	On Tour	Pastoral phone call	
Conduct	Disrespect - refusing to follow an instruction	PM	Staff	Phone call home	Use scripted question
	Not completing lunch detention	PM	SLT	HMN phone call	On the same day
Uniform	Refusing to wear correct uniform	PM	Pastoral	Phone call home	Student may be sent home to correct issue and return
L	Multiple MOVEd	PM	HoY	Phone call home	
Att	Repeated truancy or refusal to attend lesson	Reflection	Pastoral/AIO	HoY parent meeting	
Conduct	Repeated refusal to follow an instruction	Reflection	HoY	Member of staff phone call. HoY phone call.	Issued when refusal is causing ongoing disruption
	Not completing PM detention	Reflection	HMN	HMN phone call	
	Inappropriate use of IT	Reflection	Staff log on CPOMS & email HoY	HoY/PCC contact home	
Env	Smoking/vaping possession	Reflection	HoY	HoY phone call	
	Damage of school property	Reflection	HoY	HoY phone call	
Community	Bullying incident	Reflection	Staff log on CPOMS & email Pastoral	HoY parent meeting	
	Physical altercation	Reflection	HoY	HoY parent meeting	
	Discriminatory behaviour	Reflection	HoY	HoY parent meeting	
A	Persistent truancy	Suspension	HoY	Readmission meeting	3 or more separate incidents of truancy.
Co	Not completing Reflection	Repeat Reflection or	SLT discretion	SLT phone call home	Parent to collect

	Behaviour	Sanction	Logged	Closing the loop	
		Suspension			
	Theft	Suspension	SLT Year Link	Readmission meeting	
	Verbal abuse of staff	Suspension	SLT Year Link	Readmission meeting	
	Persistent refusal to follow an instruction – including refusing lesson removal	Suspension	SLT	Readmission meeting	Parent to collect
	Bringing the school into disrepute	Suspension considered	SLT	Parent meeting	
E	Smoking or vaping	Suspension considered	SLT	Parent meeting	Referral to school nurse
L	Multiple REMOVED (2x/day or 4x/week)	Suspension considered	SLT	Readmission meeting	
Community	Ongoing bullying	Suspension or possible PEx	HoY & SLT	Readmission meeting	
	Persistent or severe discriminatory behaviour	Suspension or possible PEx	HoY & SLT	Readmission meeting	
Conduct	Physical and/or sexual assault	Possible PEx	Headteacher	SLT lead to gather evidence	Review meeting held with parent/carer and student to ensure the students’ views have been fully considered prior to any final decision.
	Physical abuse of adult	Possible PEx	Headteacher		
	Serious breach of the law including possession of prohibited item/substance/weapon	Possible PEx	Headteacher		
	Multiple suspensions	Possible PEx	Headteacher	Warning letters	
	Actions that deliberately and seriously compromise the health & safety of others and/or self	Possible PEx	Headteacher	SLT lead to gather evidence	
	Inciting or organising widespread disruption of school life	Possible PEx	Headteacher		

1. Lesser sanctions may be issued at the discretion of the headteacher and/or pastoral leaders where significant mitigating factors exist.
2. Lunch detentions will take place the following day, once parents have been alerted. Parents will be told that students will have a PM detention on the same day if they do not attend their lunch detention.
3. If students fail to attend a lunch detention they will attend PM detention on the same day.

11. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

12. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

13. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions for off-site misbehaviour will only be issued on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

14. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Support for staff in this circumstance will be available from their line manager and senior leaders.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15. Supporting transition

To ensure a smooth transition into Y7, students will have multiple opportunities to visit the school before they start, including for transition evening and the welcome fayre. Whenever possible, students will meet their new tutor before the start of the academic year. Each school year begins with planned form time and assemblies to reiterate behaviour expectations.

For students joining Fearnhill as In-Year Admissions, information will be sought from the previous school and meetings with parents, staff and the student will take place to discuss expectations and share the partnership agreement.