

Featherstone High School

Behaviour Policy (including Suspensions)



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Statutory Policy

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1.0 Aims of Our Policy

'Create a culture that is conducive to positive behaviour, tackles poor behaviour and safeguards students and staff'.

At Featherstone High School we believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables students to make the best possible progress in all aspects of their school life. At Featherstone High School, we value everyone as an individual, capable of growth, change and development. Our relationships and expectations are underpinned by our 6 FHS values of: *care, respect, challenge, resilience, partnership and inclusion*.

As a highly inclusive school, we have high regard for the educational progress, personal development and well-being of every student. Effective teaching and learning can only take place within an orderly atmosphere and environment. Where instances of unacceptable behaviour occur, intervention will be swift, supportive, intelligent, fair and effective. We have high expectations that support the development of our students as responsible citizens, able to participate democratically in their community.

2.0 Written Statement of Behaviour Principles

The Governing Body of Featherstone High School has a duty to set the framework of the school's behaviour policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and students. The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which the Governors expect to be followed. The policy aims to underpin the Governors' duty of care to students and employees; promote teaching and learning and high standards of attainment and to preserve our 6 FHS values.

Our principles

1. All students, staff and visitors have the right to feel safe, valued and respected at all times at school
2. Featherstone High School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect students are set out in our behaviour policy
3. A wide range of rewards are consistently and fairly applied to encourage and reward excellent behaviour around school
4. Sanctions for unacceptable/poor behaviour are applied fairly, consistently, proportionally and reasonably, taking into account special educational needs, disability and the needs of any vulnerable students, and offering support as necessary, in line with our school's behaviour policy
5. Any violence, threatening behaviour or abuse by students or parents/carers towards the school's staff will not be tolerated
6. The FHS Values and behaviour rules are understood by students, parents and staff, and is displayed around school
7. We expect students and parents/carers to cooperate with school staff to maintain an orderly climate for learning
8. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions (page 16)
9. Students are supported and helped to take responsibility for their actions
10. Families are involved in behaviour incidents to foster good relationships between the school and home.

This written statement of behaviour principles is reviewed and approved by the Featherstone High School's governing body and reviewed every year.

3.0 The 6 FHS values

Our 6 FHS values are our core guiding principles that drive our behaviour expectations and behaviour for learning culture at FHS. They influence our everyday practices and relationships with others. The 6 FHS values have been carefully chosen following discussions with students and staff at FHS. Posters promoting the 6 FHS values and the behaviour rules are displayed in every classroom (*appendix 1*).

They are: **Care, Respect, Challenge, Resilience, Partnership and Inclusion**



All year group assemblies, reflections and PSHE lessons focus regularly on our FHS values; with a combination of teaching and modelling good practice, the students will learn and understand how important our values are in our school community. In addition, they will understand the importance of how these values will equip the students with valuable social skills and emotional intelligence during school and after school life.

4.0 Supporting our Positive Behaviour Culture in the Classroom (Teaching and Learning)

We aim to provide a safe, caring, well-ordered environment, which is vital for effective teaching and learning to take place. All members of the school are therefore expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. All students should be treated fairly and consistently and all should uphold our FHS values.

Classroom Routines

In addition, our behaviour policy requires the commitment and consistency of practice of all staff to ensure that students know the high standards and expectations expected of them. The 'Simple Behaviour for Learning Checklist' (*appendix 2*) is implemented by all teachers in the classroom to allow for positive behaviour and high standards of teaching and learning to be achieved.

The 3R Rule

Students are reminded that they are responsible for their own learning and behaviour. Where students continually fail to adhere to the school rules and values in the classroom, the 3R's (standing for remind, reset and remove) will be implemented fairly and consistently by staff in the classroom. This is a supportive behaviour for learning approach which intervenes to help maintain our high expectations and is based on the Therapeutic Thinking approach, adapted from the training received by Ealing Local Authority (*appendix 3*).

5.0 Supporting our Positive Behaviour Culture Through Rewards

Where students continuously uphold the 6 Featherstone High School (FHS) values and make a positive contribution to school life, their efforts will be acknowledged and celebrated within the school community. There are various ways in which our school celebrates the outstanding effort and achievement of our students:

- a positive comment in a student's planners
- phone calls home
- achievement points allocated
- FHS values badges will be awarded to those students that continuously model the school values
- commendations in tutor groups and year assemblies
- an achievement certificate and gift vouchers awarded
- postcard home to parent/carer to celebrate success
- pizza parties
- motivational and celebratory meetings with the Headteacher (or senior members of staff)
- Students across all year groups that have attained the highest number of achievement points and/or have attained all or most of the FHS Value badges will be taken on a rewards trip at the end of the academic year.

Celebration assemblies will take place at the end of every term and students will receive their FHS Values badges and/or certificates of achievement for their outstanding effort and achievement from both subject teachers and the Pastoral Teams. In addition, students with 100% attendance and punctuality will be entered into a draw to win vouchers. Please note that allowances will be made for students who may have had ongoing medical conditions affecting their attendance or other exceptional circumstances marginally affecting their 100% record.

At the beginning of the Autumn term, student achievements will be celebrated at our Annual Awards Evening. Department awards will be presented to students from each year group by a guest of honour and our Headteacher. In recent years the guest of honour has been the Academy Award winning film director/screenwriter and artist Steve McQueen CBE., journalist Alex Pascall OBE. and Kamal Ahmed, the Editorial Director of BBC News.

6. 0 Supporting our Positive Behaviour Culture by Tackling Poor Behaviour

Detentions (departmental, pastoral and SLT)

Detentions are issued to students that fail to adhere, or break the rules and our FHS values. They can be issued without parental consent and without notice (30 mins only without notice). Parents will be informed by a text message when a student has an after-school detention lasting longer than 15 minutes. In all situations, detentions will be recorded in the student's planners by the teacher. It is therefore important that all parents/carers regularly

check their child's planner for messages from their teachers. Parents/carers will be informed of detentions (and of achievement points) if they have access to the Class Charts App.

Detentions can be issued by departments, class teachers or Lead Teachers, as well the Pastoral Teams (tutors, Head of Year and the SPT). These vary in duration, pending on the incident. [Appendix 4](#) outlines the different types of detentions.

Sanctions may also be issued to students who violate the school values on the way to school and home. In addition, we will consider applying sanctions if an incident occurs outside of school but is directly related to a school matter, e.g., peer on peer abuse, serious incidents on social media or other incidents that have taken place outside school that relate to an incident we have dealt with. (Please note that incidents refer to actions taken against students and staff, whether the incident takes place online or in person).

Students found to have made false allegations against a member of staff will be subject to a sanction relative to the level of incident.

Restorative Conversations

Restorative Conversations are a supportive and reflective practice, derived from a Therapeutic Thinking Approach, as modelled by Ealing Local Authority's Behaviour and Inclusion team.

If a student receives an R3, it means they have been spoken to and moved seats in their lesson and still required further behaviour support by being removed from the lesson by a member of SLT.

In this case, the student will attend a 30 minute Restorative Conversation the same day after school, in a central location. During this time, Pastoral staff will supervise and the class teacher from the lesson the student received the R3, will come and have a Restorative Conversation. This is a partially scripted (all staff are trained in these as part of their CPD) conversation, with a contract signed by both parties, agreeing what happened, why the behaviour was undesirable and the negative impact it had and crucially, apologising for the R3, taking responsibility for their behaviour and agreeing how to prevent it happening again.

The rest of the 30 minutes is spent with the student reflecting on their behaviour and completing independent study or other work directed by the Pastoral staff supervising (appendix 3).

Extra-curricular and Enrichment Clubs

There are several enrichment and extracurricular activities that take place before school, during lunchtimes and after school. Pastoral Leaders and Lead Teachers (at their discretion) may prohibit any students participating in these clubs if students violate the FHS values or display inappropriate behaviour during the school day, or during the club itself.

Reflection Room

Students may be placed into Reflection for a fixed period as an alternative to a fixed term suspension. This could be as a result of continuous poor or disruptive behaviour or for an incident that breaches our FHS values. At times it may be necessary to place a student into Reflection pending further investigations related to an incident that they may have been involved in.

Decisions such as these will be made by relevant members of the Senior Pastoral Team (SPT) to ensure that a thorough and fair investigation takes place. Wherever possible parents/carers will be informed on the same day that a student is placed into Reflection. If it is not possible, then by the following day, at the latest. In most circumstances, students will not be in seclusion for more than 3 days, unless deemed necessary by the SPT, for example, in the case of a safeguarding investigation which in its nature, may take a longer time to conduct and come to resolution but requires certain students be kept out of circulation for health and safety reasons. Students will be set work to complete on-line and have breaks separate to the rest of the student body.

Whilst Reflection is a sanction, students will receive support from the Social Inclusion Department and Reflection Room Coordinator. This is a supportive strategy to allow students to reflect on their actions and to focus on the steps they need to take to modify their behaviour for learning before returning to lessons. Students placed into Reflection will also receive a mentoring or counselling session from one of the school's learning mentors or from our onsite counsellor. Students will have the opportunity to reflect on the transgression.

Suspensions and Permanent Exclusions

Suspensions and permanent exclusions from school are extreme sanctions that can only be administered by the Headteacher. These sanctions will be used for reasons which constitute examples of unacceptable behaviour or conduct, and serious violation of our FHS values. The Headteacher may suspend a pupil for one or more fixed periods not exceeding a total of 45 days in any one school year. More information is outlined in appendix 5.

Parental Support

At Featherstone High School, we expect all parents/carers to encourage their children to show respect and support, model and uphold our 6 FHS values as these values promote our positive behaviour culture at Featherstone High School. Parents/carers have a clear role in supporting the school to make sure that their child is well behaved at school; for example, when a child starts Featherstone High School, parents/carers are expected to read and sign our Home School agreement, which outlines the school's expectations.

In some cases, parents will be asked to sign a parenting contract or the school may apply for a court-imposed parenting order. Parents/carers are also encouraged to:

- Ensure that their child wears the correct uniform (see Featherstone High School Uniform Policy)
- Ensure that their child completes their Home Learning by signing and monitoring their planner weekly
- Ensure that their child has the correct equipment for their lessons (appendix 6)
- Monitor and track their child's attendance, achievement and behaviour points on Class Charts (the school's on-line platform).

Featherstone places high importance on good manners, positive communication and mutual respect between home and school. We expect therefore all parents/carers and other visitors to behave in a reasonable way towards members of school staff and adhere to our Parents, Carers and Visitors code of conduct and behaviour on school premises policy. This can be found on our website.

Tackling Bullying, including Racist Homophobic, Biphobic and Transphobic Incidents

All staff, students and parents will be aware of the negative effects that bullying can have on individuals and the school in general. At FHS, we will work towards ensuring that students can work in an environment without fear. The school will do what is reasonably practicable to eliminate any types of bullying in school and where possible, outside school (appendix 7 highlights the different types of bullying and the action the school will take to prevent it). This includes bullying and/or derogatory language involving racist, homophobic, biphobic and transphobic incidents which violate the school's values (inclusion) and make students feel unsafe or uncomfortable. In all situations, immediate, reasonable and appropriate sanctions will take place to ensure these are eradicated. This may include sanctions like SLT/SPT Detentions, time in the Reflection Room or even suspension.

All such incidents are closely monitored and recorded by the school, and are regularly reported to the borough and to the governing body. If and when the need arises, the school will also work with external agencies to eliminate all types of bullying, such as social services, the police as well as internet and social media providers in conjunction with CEOP www.ceop.police.uk/safety-centre/.

Child on Child abuse

The term Child -on- Child abuse includes a range of behaviour associated with sexual violence between children/young people including:

- Sexual violence such as rape, sexual assault
- Sexualised comments, remarks, jokes and online sexual harassment which maybe stand alone or part of a broader pattern of abuse
- Up-skirting (taking photos under a person's clothing without them knowing – with the intention of viewing their genitals, buttocks or to obtain sexual gratification, humiliation or distress)
- Sexting (also known as 'youth-produced sexual imagery').

At FHS, we have a whole school, team-around-the-child approach dedicated to tackling sexual harassment (and on-line sexual harassment) – for more information, please refer to the Sexual Harassment policy). This includes educating our students on these themes through our PSHE curriculum, RSE sessions and assemblies. Our school also ensures that our policies and the curriculum support a message of equality and a zero-tolerance stance on sexual harassment and violence for children and young people of all genders and sexualities.

Reasonable Force

All staff at Featherstone High School have the legal power to use reasonable and proportionate physical interventions in order to prevent students from hurting themselves or others. There may also be situations in which a student seriously disrupts good order in the school or causes significant damage to property, requiring necessary physical constraint and other physical interventions to prevent further damage, disruption or harm.

The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involves a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable and proportionate in the circumstances' means using no more force than is needed. Please refer to appendix 8 for more information.

Screening, Searching and Confiscation

To help maintain the safety of all our school community at FHS, we have put measures in place to prevent any serious threat to anyone's safety. This includes regular screening and searching.

Screening

At unannounced times, the school will require students to undergo random screening by a walk-through or hand-held metal detector (arch or wand) even if we do not suspect students of having a weapon and without the consent of the students. This will be facilitated by the Safer Schools Metropolitan Police service. Again, this is to help reduce and prevent students bringing banned or dangerous items into school.

Searching

(For more information on banned items including mobile phones, see appendix 9).

Any member of staff may search a student for an alleged banned item (if the student agrees). This will take place when a member of staff has reasonable suspicion that the student may be carrying an alleged banned item. This may usually be carried out by a member of the Senior Pastoral Team. Students will be expected to cooperate with the search. They will be asked to empty their pockets/bags and other areas where items could be concealed. No physical searches will be undertaken by members of school staff. The search may include the use of a metal detector.

7.0 Evaluation and review of this policy

This policy is reviewed, shared and evaluated annually by:

- All Pastoral Teams and in consultation with the School Council
- The Curriculum Committee and the Full Governing Body unless specific changes are required by legislation
- Regular audit of exclusions by the Curriculum Committee with reports to the Full Governing Body.

Appendix 1

Values and Behaviour Rules

BEHAVIOUR RULES AT FEATHERSTONE HIGH SCHOOL

Our **6 FHS values** are our core guiding principles that drive our behaviour expectations and behaviour for learning culture at FHS. They influence our everyday practices and relationships with others. They are: **Care, respect, resilience, Inclusion, Partnership and Challenge.**



...We should always show kindness and concern to everyone in and around our school, including the school environment.



To always:

1. Keep my hands, feet and unkind words to myself
2. Follow the teachers' instructions first time.
3. Complete my class work and home learning on time.
4. Keep the school environment clean and pleasant at all times.
5. Go straight home at the end of school.
6. Observe the keep right rule in corridors; and not to run inside anywhere inside the school buildings.

CARE

...We should ensure that we provide fair access to opportunities for all, value everyone's input and celebrate diversity.



To always:

1. Respect the beliefs of others and to embrace differences.
2. Allow others to be heard and to listen to their points of view.

INCLUSION

...We should always be polite, courteous and patient towards everyone, and be proud of all our abilities, qualities, and achievements.



To always:

1. Arrive to school and lessons on time, in the correct uniform and with the right equipment.
2. Respect the school's resources (e.g. IT equipment).
3. Be honest and demonstrate integrity
4. Always comply with the school rules on internet and network

RESPECT

...We should aspire to reach our full potential even in difficult situations.



The school's expectations are that:

1. I challenge any bullying, unkind or unsafe behaviour from others and tell someone.
2. I display empathy towards others even in challenging situations.
3. I know my target grades and strive to succeed to the best of my ability

CHALLENGE

...We should strive to have positive relationships and co-operate with all our peers, teachers, parents and local community in order to achieve the best possible outcomes.



To always:

1. Allow my teachers to teach so that we can learn.
2. Offer support to other students.
3. Listen and act upon advice from my teachers and other adults in school.

PARTNERSHIP

...We should always strive for the best, ensure that we never give up and that we also support each other to recover quickly from any difficulties.



The school's expectations are that:

1. I push myself to strive for excellence.
2. I ensure that I challenge myself to do better.
3. I am aware of my strengths and understand how I can improve myself.

RESILIENCE

Appendix 2

Featherstone High School - Simple behaviour for learning checklist for teachers

Students

- Know the names of the students in your class (e.g., have a boy/girl seating plan)
- Have a plan for students that are likely to misbehave (e.g., Refer to FHS values and rules or have a specific seating plan)
- Ensure that each lesson is planned for, taking into consideration the needs of all the students
- Ensure other adults in the class (e.g., TAs) are aware of the seating plan
- Know any special needs information (SEN) for specific students.

Classroom

- Where possible, meet and greet the students when they come into the classroom
- Ensure that the 'FHS Values and rules' poster is clearly displayed in all classrooms. Teachers should refer to them during lessons
- Ensure that the school's behaviour policy is followed; e.g., have a system to follow through all the rewards and sanctions where necessary. Ask for support from your LT if needed
- Know the names and roles of any adults in class (e.g., TAs).

Teaching

- Ensure that all resources for all lessons are prepared in advance
- Where possible, have a 'through the door' task at the start of the lessons to establish a clear start to the lesson
- Ensure that students are aware of class routines. Student planners and other equipment should always be put out on the desk at the start of the lesson
- Ensure that activities are planned to incorporate teaching from the front, not from behind a desk
- Praise the behaviour you want to see more of, e.g., praise students doing the right thing more than criticising those who are doing the wrong thing
- Ensure FHS 5 is embedded in all lessons: Challenge, Explanation, Modelling, Questioning, and Feedback
- Always scaffold tasks clearly to build up the students' knowledge during every lesson
- Differentiate all activities to ensure the learning needs of all students are met
- Have clear routines for transitions within the lesson and for stopping the class.

Parents/Carers

- Give feedback to parents/carers about their child's behaviour as often as possible (good behaviour, as well as poor behaviour).

Appendix 3

The 3R Rule

The 3R Rule is a supportive behaviour for learning approach that helps to maintain our high expectations and excellent routines in the classroom. It is linked to a therapeutic approach to behaviour management where the focus is on conversations, reflection and providing opportunities to modify behaviour. Where students are regularly unable to display self-discipline and fail to maintain our high expectations, a member of the Senior Leadership Team will be called on to intervene. Students who fail to modify their behaviour at this level will face the possibility of receiving an SPT detention, being placed in seclusion or a fixed term suspension.

Reminder (R1)

Students are reminded of the FHS Values and are given first opportunity to modify behaviour.

The member of staff will explain to the student that they have failed to uphold our behaviour expectations. The R1 helps students to refocus, reflect and get back on task. To maintain a consistent approach, staff have been asked to refer to the following statement:

"This is your reminder that you have displayed behaviour which has failed to uphold our school values and high expectations. I would like you to reflect on and modify your behaviour to display the FHS Values at all times. If your behaviour does not improve, you will move to R2 (Reset), and I will ask you to move to another part of the room."

Students are reminded that they should display and uphold all our FHS Values. Staff will explain to students what they expect them to do and the importance of doing so.

Reset (R2)

Students are reminded of FHS Values and given a second opportunity to reflect, reset and modify behaviour. Students are also moved to another part of the classroom because of their actions.

If the offending behaviour persists following the R1, the member of staff will explain to the student that they have failed to reflect and modify behaviour. Consequently, the student will be moved to another part of the room and given the opportunity to reflect on their actions and modify their behaviour for the remainder of the lesson. To maintain a consistent approach, staff have been asked to refer to the following statement:

"This is the second time you have failed to maintain our high behaviour expectations. You have previously been reminded of the importance of modifying your behaviour but you have failed to do so. Consequently, I will now ask you to move to another part of the classroom. This is your opportunity to reflect, reset, make the right choices and settle down to learn. If your behaviour does not improve, you will move to R3 (Remove) and join another classroom."

Staff have the authority and flexibility to keep students back at the end of lessons to have supportive conversations and to reinforce their expectations.

Remove (R3)

An 'On call' is activated and the student is moved to another classroom within the department.

Should there be no improvement in behaviour, an 'on call' will be activated and a member of SLT will arrive to collect the student. The member of SLT will speak to the student about their behaviour and prompt them to reflect on their choices and the impact of these choices. Once the member of SLT is satisfied that the student has reflected on their behaviour and understands the impact of their behaviour, the student will be moved to another classroom, following the 'Shadow Timetable', and will continue to work in that lesson.

Should a student reach an R3, an after school Restorative Conversation will take place (same day where possible). This is where the member of staff will meet with the student to undertake a restorative conversation and discuss the situation which led to the R3. The conversation will focus on the student taking responsibility for their actions and thinking about how they will modify their behaviour in the future. Each Restorative Conversation session lasts 30 minutes.

If a student disrupts learning after being placed in the 'Shadow Timetable' classroom, an 'On call' will be activated by a member of staff and the student will be removed from lesson. If this occurs, the student will be placed in an SPT detention in addition to the Restorative Conversation.

The 3Rs Behaviour Poster

[Click here](#) to view the 3Rs approach.

Appendix 4

Detentions and Restorative Conversations

Pastoral Detentions and Reports

1. **Form Tutor Report:** Form tutors will support students by conducting daily conversations with students who have been placed on form tutor report. Tutors may place students on report following concerns relating to their punctuality, or minor infringements of the school rules
2. **Head of Year (HOY)/Deputy Head of Year (DHOY) Report:** Students who are on report with either their HOY or DHOY will attend a 30 minute after school support session, for the duration of the report, to review how the day went, whether their report targets were met and if not, discuss strategies to make sure they are and consequences for if they are not
3. **Senior Pastoral Team (SPT) Report:** These are 45 minutes and will take place after school. Students will be placed on these reports if they fail a HOY/DHOY report or for serious or continued breaches of the school rules and values
4. **Senior Pastoral Team (SPT) Detentions:** These will take place afterschool every Friday for 60 minutes. Students will be placed in these detentions as an escalation of previous infringements of school rules or serious incidents warranting a more serious sanction.

The student will be set targets by the member of staff. They will also be on report for a minimum of 10 school days (two weeks) and in some cases longer. The student must report to the respective member of staff every day; during registration, at lunchtime and after school. Reports will require to be 100% completed by staff before they can come off report. Staff will notify parents/carers of how the student has done, on a weekly basis.

What constitutes “failing” a report?

A student will fail a report if they:

- Have more than two negative comments in one day or are involved in a serious incident
- Receive an R3 or an 'on-call' whilst on report
- Have more than 2 lates (to lessons or school) in one week
- Do not attend detention.

Department Detentions and Restorative Conversations

Teachers will issue detentions or R3s for the following reasons:

- Class teachers will issue a 15 minute detention for lateness to their lesson, no home-learning or other transgressions related to FHS Values. This will be written in the student's planner by the class teacher. If the student does not attend, this will be escalated to an R3 with the member of staff
- If an R3 is issued this will warrant a 30 minute Reflective Conversation after school, in most cases, on the same day, unless after lunch or on Wednesdays. In these instances, the Reflective Conversation will happen the following day or Monday. This will be written in the student's planner and takes place in the Main Hall, with Pastoral and Senior Pastoral staff supervising
- If a student fails to attend their department detention or an Restorative Conversation, they will be placed into a Senior Pastoral Team Detention (SPT) for 60 minutes. These

detentions take place on Fridays with a member of the Senior Pastoral Team (SPT). This will be written in the student's planner by the Head of Year

- If an on-call is activated, this may also warrant a SPT detention for 60 minutes at the discretion of the Senior Pastoral Team.

Daily Punctuality Detentions

- Students in all year groups will be issued a late detention on the day they are late
- **Pastoral Late Detentions:** Students will be issued a 30 minute detention if they arrive to school after the start of the school day (8:30 am) but before P1 starts (8:55am) and a 60 minute detention if they arrive late after P1 starts (8:55am) resulting in the loss of learning. These will be in the main hall and supervised by the Pastoral and Senior Pastoral teams.

Lunchtime Detentions

Students placed into detention during lunchtime will have their lunch at the start of lunchtime, and then remain with a member of staff (supervised) throughout the rest of lunch time. A decision to remove a student from the playground will be related to some or all of the following reasons:

- Dangerous behaviour during lesson changeovers/lunch or break time
- Throwing water
- Rudeness to staff on duty
- Bullying-type behaviours during unstructured times
- Littering
- Refusal to clear away their lunch
- Any other incident where the student's behaviour requires intervention.

All incidences of defiance will be recorded on Class Charts and SIMs as necessary.

Appendix 5

Suspensions and Permanent Exclusions

Suspensions

The decision to suspend a student may lawfully be taken by the headteacher in any of the following circumstances:

- a. In response to a serious breach of the school values and/or rules.
- b. Repeated and persistent breaches of the school's behavioural policy. (Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a student can still be excluded if it is part of a wider pattern of behaviour).
- c. Where allowing a student to remain in school would seriously harm the education or welfare of other students or staff in the school.
- d. Repeated failure to follow academic instructions.
- e. Failure to complete a behavioural sanction, e.g., detention (a decision to change the sanction to exclusion would not automatically be unlawful).

Suspension whether fixed term or permanent exclusion will be used for reasons which constitute examples of unacceptable conduct, and are transgressions of the school rules. The Headteacher may exclude a student for one or more fixed periods not exceeding a total of 45 days in any one school year.

The Headteacher may also cancel a suspension/permanent exclusion that has not yet been reviewed by the Governing Body. If/when this happens, the Local Authority will be informed. Likewise, a Headteacher can convert a suspension into another or additional suspension/Permanent Exclusion, if there is substantial evidence.

If a student has an Educational Health Care Plan of Special Needs (EHCP), or has safeguarding, child protection concerns or is a child looked after (LAC), their needs will be fully considered before any decision to exclude is made. The school is duty bound to ensure that there is greater emphasis on earlier identification/assessment of a student's needs.

When a suspension or permanent exclusion is issued, the school has a duty to contact the social worker without delay, or the Virtual School Head. This can be done by email or text, if unavailable by phone.

When suspensions are issued a thorough investigation takes place; this will involve statements from staff, students and if needed, CCTV. A decision is made on the balance of probabilities. This means that the Headteacher decides that it is more probable than not that the student did what he or she is alleged to have done. All students will also be given the opportunity to express their view (through a written statement) or may wish to communicate their view through advocates such as parents or, if the student has one, a social worker.

Parents/carers (and social workers) will be informed on the first day (if not before) of the reason for the suspension. Parents/carers will also receive a letter which will include the reasons for the suspension and a previously agreed time for a post suspension meeting. The post suspension meeting will be with the Head of Year and a member of the Senior Pastoral Team. The Headteacher will lead any meetings for students who have had more than one suspension, or if the incident is very serious or if they are at risk of being excluded permanently.

Following any suspension of whatever type or duration, the Headteacher will:

- Inform the parents of the period and nature of the suspension
- Advise the parents/carers about rights of representation to the governing body and how these representations may be made
- Make arrangements to provide suitable full-time education from the sixth day onwards for students who have been given a long-fixed period of suspension.

During a suspension, students will be set work by their teachers – reasonable adjustments will be applied to the work of any students with SEND.

If a student is suspended for longer than 5 days, full time provision will be provided from the 6th day by Featherstone High School offsite. This provision will be supplied by an approved educational provider.

Parents/carers have a duty to ensure that their child is not present in a public place during school hours and that they complete all the work that is being set by their child's teacher on-line. A parent/carer could be prosecuted or receive a penalty notice if their child is present in a public place during school hours on the dates of suspension. It will be for parents/carers to show reasonable justification.

Permanent Exclusions

Featherstone High School seeks to avoid permanent exclusions. These take place only for very serious incidents. There are two main types of situations in which a permanent exclusion will be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist, homophobic, biophobic, transphobic bullying, child-on-child abuse incidents or repeated possession and or use of an illegal drug on the school premises.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence.

These one-off offences may include:

- a. Serious actual or threatened violence against another student or a member of staff
- b. Sexual abuse or assault (including Child on Child abuse)
- c. Possessing, supplying and/or using an illegal drug; or
- d. Carrying or the use (or threat of use) of an offensive weapon or prohibited item that is prohibited by the school.

Further information on exclusion can be found at this website address; <https://www.egfl.org.uk/services-children/exclusions>.

Parental Rights

For suspensions of up to 5 days in one school term: Parents/carers have the right to submit representations to the Governors. The Governors must consider and respond to parental representations. They may also request that the Governors meet to discuss the exclusion but they do not have to.

For suspensions between 6 & 15 days in one school term: Parents/carers have the right to submit representations to the Governors. They also have the right to request that the Governors meet to discuss the suspension. If a parent/carer makes this request the Governors must meet within 50 school days of the date they were notified of the suspension. The meeting is unlikely to take place before the exclusion ends and the Governors are therefore unlikely to be able to direct reinstatement. However, the meeting can still provide the opportunity for all parties to make their views known. Parents/cares have the right to present their views both in writing before the meeting and by speaking at the meeting. The Governors may then add their written views to the student's school file. Students are encouraged to attend the Governors disciplinary meeting.

For all suspensions over 15 days in one school term (including permanent exclusions) or where a student will lose the opportunity to take a public examination: The Governors must meet to consider the Headteacher's decision to suspend or permanently exclude and that meeting must take place between the 6th and 15th school day after the date they were notified of the suspension/permanent exclusion. The Governors will meet at a time convenient to the parent/carers and school staff, the LA representative and themselves. If, due to the suspension/permanent exclusion, the student will miss the opportunity to take a public examination, the time limits do not apply and the Governors will try to meet before the exam. A friend or relative may accompany a parent/carer to the meeting for support. It is advisable that the student attends although it is recognised that this could be stressful for them. After listening to the views of all parties the Governors will reach a decision.

What decisions can the Governors make?

The Governors may decide that a student should be reinstated, in which case they will return to school as soon as possible. (For short suspensions the Governors might not meet until after the student has returned to school). If the Governors decline to reinstate the student after the Headteacher's decision regarding suspension, the student will return to school once they have served the number of days (or lunchtimes) originally stated by the Headteacher. If the Governors decline to reinstate the student after the Headteacher has issued a permanent exclusion, parents/carers have the right to request that an Independent Review Panel review the decision. Details of how to do this will be given in the Governors' decision letter sent to parents/carers after the meeting. The decision of the Independent Review Panel is final. If the student remains permanently excluded at the end of the process, the LA (or the home LA if not Ealing) will be responsible for making suitable education.

The Role of the Governing Body

The Governing Body will review various categories of suspensions and permanent exclusions and will consider any representations made by the parents of the suspended/excluded student. If the student is aged 18 or over, he/she may represent him/herself provided there is parental agreement.

The governing body has no power to increase the severity of a suspension. It can, however, uphold a suspension/permanent exclusion or direct the students' reinstatement, either immediately or by a particular date.

Alternative Provision (AP)

Students who demonstrate ongoing challenging behavioural issues may be directed to study off- site to improve their behaviour. This approach will be used as an alternative to permanent exclusion and part of a stepped approach to support a student with specific difficulties. Students placed onto an alternative provision programme will have a key worker appointed to them and their progress will be reviewed half termly and monitored weekly.

When students are directed on to an alternative provision programme parents/carers will be consulted on the type of provision that will be put in place. All alternative programmes will be bespoke and relative to the needs of the student. Programmes could include a combination of approved educational providers commissioned by the school. The student will however, remain on the school roll and be part of FHS.

Managed Moves

At Featherstone High School, we will consider offering a parent/carer a managed move to another school for a 'fresh start' as part of a measured or intervention approach as one of a number of alternatives in response to a serious breach of the school's behaviour policy. Any managed move will be carried out with the full knowledge and co-operation of all parties, including the parents and the Local Authority and in circumstances where it is in the best interests of the student concerned.

A managed move may be considered:

- If the student has a history of challenging behaviour and other support strategies have not been successful / if there has been a 'one off' incident which means the student would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school-to-school move.
- If the relationship between the student and the school/school community has broken down to an irrevocable degree.

Only the Headteacher will decide that a managed move to another school is an appropriate response. Once that decision is reached and the potential receiving school has been agreed via the Local Authority Managed Move Panel the parents/carers will be informed and contacted by the new school for an admissions meeting. The student will remain on dual- roll with the new school and FHS for at least half a term. Once a successful trial period is completed, the student will move over to 'single roll' and will no longer be a FHS student.

If a parent/carer refuses the managed move intervention they will remain a Featherstone High School student.

Parenting Contracts and Parenting Orders

At FHS, we will consider using parenting/carer contracts and parenting/carer orders where a student has seriously misbehaved even when the student has not been suspended . A parenting order can require parents/carers to follow the courts directions, for example to attend parenting courses to assist them in dealing with their children.

Appendix 6

School equipment

All students are expected to be prepared for learning and come to school with the correct equipment which is as follows:

- Suitable school bag
- Pencil case (see-through pencil case where possible)
- 2 black pens, 2 green pens
- Pencil
- Ruler
- Rubber
- Scientific calculator
- Geometry set
- Sketchbook for Art
- English dictionary
- Reading book
- Student planner & timetable - students must carry these in their blazers at all times
- All other exercise books
- P.E kit (if needed for the day)
- A refillable water bottle.

Appendix 7

Preventing Bullying including racism, homophobic, biphobic and transphobic derogatory language or incidents

All staff, students and parents will be aware of the negative effects that bullying can have on individuals and the school in general. We will work towards ensuring that students can work in an environment without fear. We will take note of bullying perpetrated in and outside of school. The school will do what is reasonably practicable to eliminate any such bullying which includes racist, sexist, homophobic, biphobic and transphobic incidents. When the need arises, the school will work with external agencies to eliminate bullying, such as social services, the police as well as internet and social media providers in conjunction with CEOP www.ceop.police.uk/safety-centre/.

We take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Every allegation of bullying will be taken seriously.

Different Kinds of Bullying

Physical bullying: includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal bullying: includes the use of derogatory language and name calling, insults, teasing, intimidation, homophobic, biphobic, transphobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual targeted.

Social bullying: sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- Lying and spreading rumours
- Negative facial or physical gestures, menacing or contemptuous looks
- Playing nasty jokes to embarrass and humiliate. This could include racist, homophobic, sexist or comments related to
- Unkindly mimicking
- Encouraging others to socially exclude someone
- Damaging someone's social reputation or social acceptance.

Cyber bullying: can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images, videos, sexting
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in.

Child on Child Abuse

The term child-on-child abuse also includes a range of behaviour associated with sexual violence between children/young people as stated above but also including:

- Sexual violence such as rape, sexual assault
- Sexualised comments, remarks, jokes and online sexual harassment which maybe stand alone or part of a broader pattern of abuse
- Up-skirting (taking photos under a person's clothing without them knowing – with the intention of viewing their genitals, buttocks or to obtain sexual gratification, humiliation or distress)
- Sexting (also known as 'youth-produced sexual imagery')

Actions taken and follow up in cases of bullying

At FHS, we have a whole school, joined-up approach dedicated to tackling any form of bullying and sexual harassment/assault (and on-line sexual harassment). This includes educating our students on these themes through our PSHE curriculum, RSE sessions, assemblies and having a strong stance on our 6 values. Our school will ensure that its policies and the curriculum support a message of equality with a zero-tolerance on any types of bullying and sexual harassment. These are some of the actions or follow-up that will take place:

- All students involved will record the details of what took place, including information on witnesses, the date, the time and the place. Students will be encouraged and expected to fully cooperate with staff
- Staff involved will record their discussions with both parties including those with witnesses
- The member of staff investigating the incident will make a judgement, based on the balance of probabilities, as to whether the incident took place or not
- Students that are found to deliberately invent or be malicious, then the school will consider possible disciplinary action in line with the behaviour policy
- All students involved will receive support from staff (victims and perpetrators). The support will be relevant to their needs and could involve a referral to a Learning Mentor or an external agency
- Restorative practices will be used when appropriate. Students will also be asked to sign a Contract of Respect which will also be shared with parents
- The Schools Safer Schools Police Officer will be involved if needed
- In more serious cases, the perpetrator could be sanctioned by being secluded, or being issued with a suspension. In very serious cases students could receive a permanent exclusion
- The investigating member of staff will inform parents/guardians of what took place and of the interventions/support that will follow.

Appendix 8

Reasonable Force

Principles Relating to the Use of Physical Restraint

- Staff will have good grounds for believing that immediate action is necessary to prevent a student from significantly injuring himself or others, or causing serious damage to property
- Staff will take steps in advance to avoid the need for physical restraint, e.g., through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction, and the student will be warned orally that physical restraint will be used unless he/she complies
- Only the minimum physical interventions necessary to prevent physical injury or damage will be applied
- Every effort will be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses
- As soon as it is safe, restraint will be gradually relaxed to allow the student to regain self-control
- Restraint will be an act of care and control, not punishment
- The Headteacher will be informed at the earliest opportunity that physical restraint has had to be used on a student
- The parents/carer will also be informed at the earliest opportunity that physical restraint has had to be used on their son/daughter.

Appendix 9

Banned Items and Searching

Where possible, the person undertaking the search will be the same sex as the student being searched; and there will be a witness (also a staff member) and, if at all possible, they will be the same sex as the pupil being searched.

There is a limited exception to this rule. With cooperation of the student involved, staff will carry out a search of a student of the opposite sex without a witness present, but only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff.

Where a student refuses to cooperate, staff will request for our Safer Schools Police Officer to carry out the search. In these circumstances we will inform parents/carers.

Prohibited items include: (this is not an exhaustive list)

- Mobile phones or/and tablets
- Laser pens
- Aerosol cans/sprays
- Confectionery/sweets/chocolate/chewing gum etc
- Energy and fizzy drinks
- Matches/lighters
- Legal highs or illegal drugs
- Drugs paraphernalia
- Knives, bladed items or weapons
- Alcohol
- Stolen items
- Cigarettes (including e-cigarettes, tobacco or cigarette papers)
- Fireworks or types of explosives
- Pornographic images
- Shisha pens or/and chargers
- Vaping machines and items connected with vaping.

Buying and selling of goods

Students are not permitted to bring goods into school to buy and sell. Any items or money associated with the act that is found, will be confiscated and parents/carers will be informed. If a crime has been committed the police will be informed.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Staff will retain, return or dispose of the property where reasonable. For example, alcohol, fireworks, tobacco or cigarette papers, confectionery/sweets/chocolate/chewing gum etc. Energy and fizzy drinks will be disposed of. Illegal items will be handed over to the police.

Staff will inform the individual student's parents/carers where alcohol, weapons, illegal drugs or potentially-harmful substances are found.

Please note that a referral will be made to Children's Social Services and the Police if a child is found with alcohol, illegal drugs or potentially harmful substances and or a weapon.

Confiscated non-school uniform items will be returned to students or a parent/carer if there is persistent defiance. Mobile phones will only be returned to parents/carers (please see below). The school accepts no responsibility for lost or damaged items.

Mobile phones

Years 7 to 11

Students are not to bring mobile phones into school. They are not to be used in lessons, corridors or in any part of the school building. Where there are exceptional circumstances, a parent can make a request that must be agreed by HoY/SPT and only these students can bring a phone into school and handed in to student services at the beginning of every day. Phones will be confiscated if they are seen or heard at any other times. This includes outside the school gates and in the surrounding streets and bus stops close to the school site. Students may only use their phones outside school in an emergency.

When confiscated, mobile phones will only be returned on a Friday. Only a parent/carer (not a sibling) can pick up the phone from the school's reception. Please note that phones that are confiscated on a Friday will be returned the following week (on a Friday).

Years 12 to 13

Sixth form students are permitted to bring their phones into school and they are allowed to use them in the 6th form atrium/social area only.

Students are not permitted to use their phones in lessons, around the main school buildings, corridors or in the playground. If a phone is seen, heard or being used it will be confiscated. At the discretion of 6th Form Heads of Year and SPT, confiscated phones will be returned at the end of the school day. If the phone is confiscated near the end of the school day, it will be returned the following day.

The Use of Mobile Phones In Internal and External Exams

Students are to hand in mobile phones or any transmitting device such as a smartwatch to staff before the exam begins. Any student found with a phone or a transmitting device runs the risk of having their paper cancelled.

The exam regulations are very clear about the use of mobile phones during examinations; they are not allowed in examination rooms/ halls, regardless of how much battery life it has left, if it is airplane mode, switched off or otherwise. Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in disqualification from an examination or an overall qualification.

Phones confiscated during an external exam will be reported to the examining board and may lead to the student being disqualified from that and other boards. During internal exams, students found with a phone will receive a zero mark for their exam/test. The phone will be returned to a parent at the end of the exam season.