



Fulston Manor School

Behaviour Policy

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Member of Staff Responsible:

**Mr G Bowden
Deputy Headteacher**

BEHAVIOUR POLICY

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INTRODUCTION

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines that we recognise that rewards play a vital role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. In order to ensure success for all, we have in place a range of interventions to support students develop positive friendships and focus on learning.

- ❖ The highest standards of behaviour are expected from all members of the School at all times.
- ❖ All members of the School are expected to exercise self-discipline.
- ❖ All are expected to meet the ethos of Everybody Matters, Everybody Succeeds and Everybody Helps.
- ❖ All are expected to adhere to the school **'Family Values'**;



- ❖ To create an environment in which students are supported to become self-disciplined, hardworking and able to accept responsibility for their own actions.
- ❖ Good conduct and appropriate behaviour is secured, wherever possible, through a system of reward and positive encouragement, both formal and informal.
- ❖ When sanctions do need to be applied these are applied consistently and fairly by all.
- ❖ The partnership between home and school is considered to be crucial in maintaining the standards of conduct expected.
- ❖ In exceptional circumstances staff will exercise their power to use reasonable force. Please see the School's *Use of Reasonable Force Policy*. Similarly, there may be occasions where it is deemed necessary to search or screen students and/or confiscate items from students. Department for Education advice will be followed in these circumstances.

Students and staff will be made aware at the start of each academic year, during a period of induction what the expectations, norms and routines of the school are and how these should be adhered to. All members of the community are expected to embody the behaviour culture, to ensure a positive learning environment, including:

- 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students and staff 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, through the schools' Personal Development Curriculum (PDC) and Tutor Time Programme. 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 through specific student voice sessions. Extra support and induction will be provided for students who are mid-phase arrivals.

REWARDS

The School believes positive reinforcement is the most important factor in achieving the desired level of behaviour from all its students.

Whilst most encouragement will tend to be informal, arising naturally from classroom interaction or through the pastoral system, there are formal reward structures. Students will be commended for their behaviour linked to our Family Values.

Reward structures include, but are not limited to:

- House Points & positive points in ClassCharts, which can be redeemed in the reward store
- The House Point Trophy is awarded at the end of each term and is a keenly anticipated award in the end of term assemblies.
- Praise postcards and certificates are also awarded for good work within subjects
- End of term trophies
- School Colours badges and ties
- Attendance certificates
- Headteacher's Outstanding Performance Certificates
- Hot Chocolate Fridays
- Tutor group of the week, of the Term, of the Year
- House of the Year

Attendance, punctuality, participation in school events and praise postcards all contribute positively to tutor group and House success. Houses also operate Tutor Group of the Week awards, whereby certificates and a trophy are awarded. We will celebrate students' successes both inside and outside of school through our website, social media and newsletters.

POSTS OF RESPONSIBILITY

In Key Stage 4 there are a number of different types of prefect. School Prefects take charge of day to day duties and it is from them that the School Captains are chosen.

Houses will also appoint House Prefects as well as their own House Captains, both for sport and for general activities. Houses also have Sports Captains for each year group and each tutor group has a Form Captain. Students may also be elected representatives of their tutor group on House Councils and from there elected as House Representatives on the School Council.

Students also serve as librarians and take on other roles within departments. Sixth Form students assume a much wider range of responsibilities.

Prefects and other students with posts such as these outlined above are given genuine responsibility by the staff. In addition to the traditional duty role, these students will help to run parents' evenings, organise charity events, show parents around the school and assist staff and fellow students in numerous other ways. These posts fit within the reward structure of the school as they are an example of the way in which positive messages are conveyed to the students wherever possible. They are also indications of the way in which staff and students work together for the good of the whole community.

EXPECTATIONS OF BEHAVIOUR

All students should:

- Aspire to be their best at all times
- Aspire to do their best at all times
- Act sensibly, responsibly and respectfully, speak politely and listen to others.
- Act to arrive on time, submit work on time and have the equipment and resources they need
- Achieve excellence whenever they can
- Show respect and follow the instructions of any member of staff first time, every time
- Respect others and treat them accordingly, no physical contact (hands off)
- Keep voices at a quiet volume and use appropriate language (no shouting, no swearing)
- Move around the school site sensibly, acknowledging staff and other students
- Keep on the right-hand side including the stairs
- No mobile phones
- No food and drink outside House Areas
- Not gather in large groups, no running around school site
- Sit in their assigned seat, as per their class teachers seating plan
- Accept there are consequences for poor behaviour

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Leadership

All Senior Leaders, Heads of House, Heads of Department/Faculty have specific responsibilities related to maintaining positive behaviour across the school.

Staff

All staff are responsible for:

- Implementing the behaviour policy
- Explicitly teaching the schools values and demonstrating these in every interaction with students
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents and communicating to parents/guardians
- The senior leadership team and middle leaders will support staff in responding to behaviour incidents

Parents/Carers

The role of parents/carers is crucial in helping Fulston Manor School maintain good behaviour and in enforcing the behaviour curriculum. Fulston Manor School welcomes parents/guardians to take part in the life of the school, help develop its culture and feedback their views through parent's forums and responding to specific concerns that they may have.

Parents/Guardians are expected to:

- Support their child in adhering to the expectations of behaviour for students
- Support the school in imposing sanctions as outlined in this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their form tutor and/or Head of House promptly

SUPPORTING STUDENTS WITH SEND

SEND is defined as the needs of students who have:

'Significantly greater difficulty in learning than the majority of others. A disability which prevents or hinders them from making use of facilities'

The Code of Practice (2014) states that schools and leaders must maintain a culture of high expectations for all students, including students with SEND in all opportunities and use their 'best endeavours' to ensure a student with SEND receives support.

Our inclusive policy ensures all students have the opportunity to learn in a safe environment, rules and strategies are clear to avoid ambiguity and provide clarity for all stakeholders.

Students with identified SEND will have reasonable adjustments put in place to be agreed with the parent/guardian and student. This will contain any 'reasonable adjustments' which may include the following (this list is not exhaustive):

- Time out
- Uniform concessions
- Fiddle Toys (school issued and approved)
- Teaching Assistant support
- Provision at unstructured times
- Specific seating positions with the classroom
- Ensuring the students' pupil passport is part of the established routines in every one of their lessons
- Any reasonable adjustments will be shared with staff

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The school will not assume that because a student has SEND, it must have affected their behaviour. This is a question of judgement for the school to use based upon the facts of the situation.

The legal duties of the school include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student 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 plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. Some examples of these adjustments may include:

- Short, planned movement breaks for a student with SEND, who finds it difficult to sit still for long periods
- Adjusted seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Use of separate areas or spaces where students can regulate their emotions during moments of sensory overload

For students with Special Educational Needs and Disabilities, we observe the SEN Code of Practice (2014). In particular, we make referrals to outside agencies, when appropriate, and plan accordingly for the education of the student. Fulston Manor School's legal duties, in relation to the Equality Act (2010) in respect of safeguarding students with Special Educational Needs and Disabilities and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

Students with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review with KCC or their local authority if their place is becoming untenable and the school is unable to meet the behaviour needs of the student.

CHILD ON CHILD ABUSE

Context and Definition

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 2023)

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing other children. All staff should be aware of the different forms of abuse that could occur (the following is not exhaustive and full definitions can be found within the Child on Child abuse section of the Safeguarding Policy).

- Bullying (including online bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals
- Prejudiced behaviour including but not limited to homophobic/transphobic/racist behaviour
- Teenage relationship abuse

Expected Staff Action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead (DSL) immediately before taking any further in school actions.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental or dismissive in dealing with such sensitive matters.

Possible action that may be taken immediately after a disclosure may include:

- ❖ Gain a statement of facts from the students
- ❖ Assess the needs of the victim and alleged perpetrator
- ❖ Consideration of a referral to multi-agency partners eg Social Services, Early Help (with discussion with DSL)
- ❖ Parents of both victim and alleged perpetrator will be informed of the allegation
- ❖ Sanctions may be put in place, depending on the seriousness and the intent of the actions towards the victim in line with our behaviour policy.
- ❖ All incidents will be recorded on CPOMS
- ❖ Where behaviour is sexualised, the Designated Safeguarding Lead must be informed who will follow the DfE Guidance as outlined in Keeping Children Safe in Education (2023).

Next Steps

- ❖ For both victim and alleged perpetrator, a referral to multi-agency partners will be considered; in cases of sexual harassment and violence, a referral to Specialist Children Services will be made when appropriate in line with DfE Guidance.
- ❖ Once the support required to meet the needs of the alleged perpetrator is met, it is important that the young person receives a consequence for their behaviour, and that parents are informed.
- ❖ It may be that the behaviour that the student has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required.
- ❖ Following any incident, it is important that all students feel supported and receive any help that they wish in order to deal with the incident.
- ❖ All decisions and outcomes to be recorded on CPOMS.

THE USE OF SOCIAL MEDIA & ONLINE BEHAVIOUR

The School will enforce the behaviour policy, as appropriate, if the use of social media by students has a negative impact on the School, students or staff in any way. Examples of prohibited social media use includes:

- Damage to the School or its reputation, even indirectly
- Use that may defame School staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- False or misleading statements
- Use that impersonates staff, other students or third parties
- Expressing opinions on the School's behalf
- Using School logos or trademarks

This list is not exhaustive.

If the use of social media needs to be reported then the Personal Development Leader or Deputy Headteacher should be informed. If necessary the School will refer matters to the Police. We expect staff, students and parents/guardians to use social media respectfully and to be careful with imagery and language that they share online. Breaches of this policy will result in disciplinary sanctions being applied. The School filters and monitors use of ICT in line with KCSIE 2023 and this is overseen by the Designated Safeguarding Lead in accordance with our Safeguarding and Child Protection Policy.

PROHIBITED ITEMS

If a student is believed to have a prohibited item, the student and/or their possessions can be searched where the school has reasonable grounds to suspect that the pupil may have a banned item from the list below:

- Knives and other articles that could be considered to be weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco and cigarette papers
- Vapes and/or vaping equipment
- Fireworks
- Pornographic images
- Mobile phones
- Water Pistols
- Plastic Water Bottles
- Headphones

Whilst this list is not exhaustive, sanctions will be issued accordingly if a student is found in possession of the above. Some of these items would be considered as serious infringements of school expectations and may result in suspension or permanent exclusion (see separate policy).

MOBILE PHONES

Mobile phones are banned around the school site throughout the school day.

- Students can travel to and from school with a mobile phone.
- On arrival to school the mobile phone must be placed in a locker and switched off and students **MUST NOT** access it for the rest of the day until they leave the school site.
- Parents/carers should be aware when their child takes a mobile phone to school as this is their responsibility.
- Students found in possession of a phone during the school day will have the phone confiscated.
 - In the first instance this can be collected by the student at 3.20pm
 - In the second instance this can be collected by a parent/guardian at the end of the school day
 - In the third instance the school will keep the phone for a week, it must be collected by a parent/guardian.
 - Further sanctions will be applied which are proportionate to the level of disruption caused.
- If a student refuses to hand over their mobile phone they will be refusing to accept the authority of the school – parents will be contacted and asked to attend the school to remove the phone.
- Repeated refusal would lead to use of our behaviour policy, including the use of suspension from school.

Parental contact of students who are in school:

Parents are informed that, in cases of emergency, the school phone numbers/ email addresses should be the only point of contact. The contact details are listed in the table below. School staff can then ensure their child is reached quickly and assisted in an appropriate way.

Cromer House	01795 412609	cromer@fulstonmanor.kent.sch.uk
Hales House	01795 412610	hales@fulstonmanor.kent.sch.uk
Morrison House	01795 412611	morrison@fulstonmanor.kent.sch.uk
Stanhope House	01795 412612	stanhope@fulstonmanor.kent.sch.uk
Sixth Form	01795 412635	sixthform@fulstonmanor.kent.sch.uk
Reception	01795 475228	mail@fulstonmanor.kent.sch.uk

Acceptable Use:

- Sixth form students may use mobile phones in the sixth form centre only
- A small number of students have a medical condition that is monitored using mobile phones.

Unacceptable use:

Mobile phones should not be used on the site at any time.

Theft or damage:

The school cannot accept responsibility for mobile phones that are lost, stolen or damaged on the school site nor does it have the resources to conduct investigations into misplaced or stolen phones. If they are brought into school they should be locked inside their locker for the duration of the day.

Advice on the safe use of Mobiles:

When using your mobile you need to be careful and keep safe.

- Don't give out your number or friends' numbers to people you don't know, especially in Instant Messenger or Chat Rooms.
- Keep your security code or PIN number private.
- If you get texts which upset you, do not reply but keep a record and tell an adult. In serious cases you can report it to the police.
- If you receive a rude or embarrassing image or text about someone don't forward it to others.
- Distributing sexual images of other young people is harassment and could be illegal. If you receive something like this tell an adult immediately.

If a phone has been confiscated:

- Students may be able to collect it from the school office after 3:20pm unless:
It is not the first time they have had their phone confiscated; in which case the parent/guardian will need to collect. After that point the phone will be confiscated for longer and/or further sanctions will be implemented proportionately in response to the repeated failure to accept the authority of the school.

SEARCHING, SCREENING, CONFISCATION & REASONABLE FORCE

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Ensuring that school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using the searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and help schools to establish an environment where everyone is safe.

The powers to search are highlighted in the Education Act 1996, Article 8 and should afford a student a reasonable level of privacy. Fulston Manor School will follow this guidance, ensuring a Designated safeguarding member of staff and another staff member should always be present, where able, the search should be in privacy, and should be proportionate to the concern. The voice of the child should be a key factor here in their safeguarding and actions moving forward. There may be exceptions where it is not possible for a Designated safeguarding member of staff and a witness to be present at the searching of a student, although this must be an exceptional circumstance linked to:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Designated Safeguard Lead or the Headteacher and ensure a written record of the search is kept.

The statutory power to search a student or their possessions is authorised if they have reasonable grounds to suspect a student may have a prohibited item or any item that the school rules identify as an item of concern that may be searched for. These include but are not exclusive to:

Weapons, alcohol, illegal drugs, legal highs or associated items, stolen items, tobacco, products containing nicotine, Vaping equipment, pornography, fireworks or any article that the members of staff reasonably suspects have been or is likely to be used to commit an offence, cause personal injury or damage to property of any person, including students.

The members of staff should always:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails; e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead or the Headteacher, to try and determine why the student is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Hats, scarves, gloves, shoes, boots
- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

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

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

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system CPOMS.

Informing parents/guardians

Parents/Guardians will always be informed of any search for a prohibited item. A member of staff will tell the parent/guardian as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's child protection policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The school would always challenge the inappropriate searching (strip searching) or wish to search a student from an outside agency that does not follow the guidelines above. Staff are within their rights to refuse agencies this access, in consultation with the DSL.

School staff should never conduct strip searches and should always challenge any agency that feels it should do so on school grounds.

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents after discussion with senior leaders, if appropriate. Jewellery, if worn will also be confiscated and stored in school for parents or carers to collect. UK law protects staff from liability for any loss of items they have confiscated, providing they have acted lawfully and proportionately. (*'Searching, Screening and Confiscation, Advice for Schools'*. DfE July 2022)

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to be able to use reasonable force, in the following circumstances, to prevent a student 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/guardians and the Designated Safeguarding Lead.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions, where appropriate and able, in the individual circumstances.

RACIAL INCIDENTS

Racism is a form of discrimination based on race.

- ❖ All discriminatory incidents will be recorded on both CPOMS and a racial incident form which will then be sent to the Personal Development Leader, Student Support Manager and the Head of House; from this any actions required to help eliminate discrimination will be considered.
- ❖ Support will be offered for the victim of a racial incident, be this staff or student.
- ❖ The alleged perpetrator of a racial incident will also be offered support, and once this need has been established they may also receive an appropriate sanction in line with our behaviour policy.
- ❖ Parents of both parties will be informed by Heads of Houses.
- ❖ Where behaviour becomes persistent a referral to multi-agency partners will be considered.

SANCTIONS

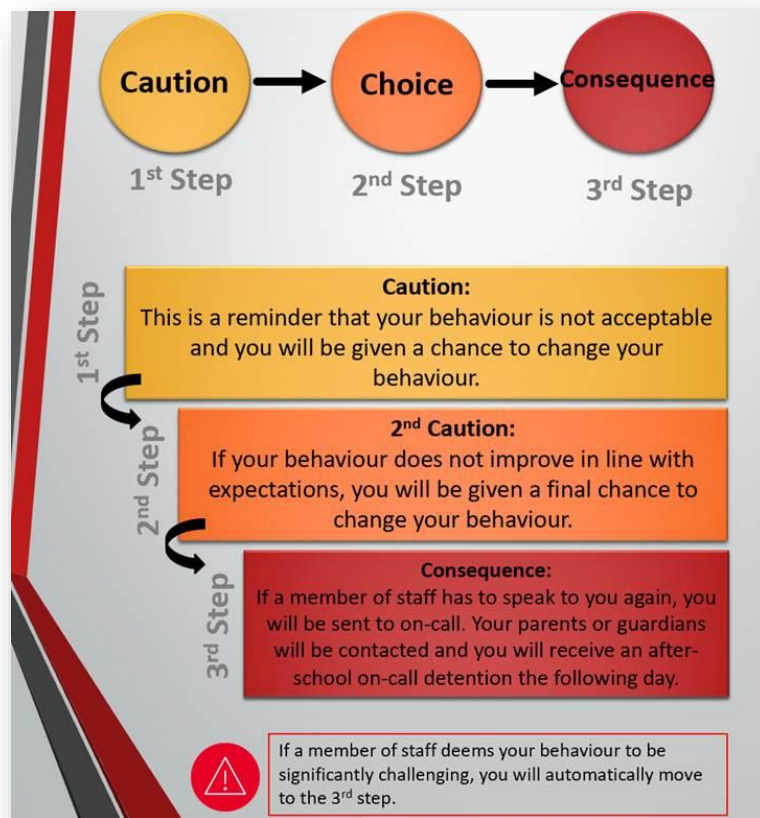
Although there are clearly identified and published systems for sanctions, ensuring that all staff are aware of the structures and the support available to them, it should be emphasised that the majority of students will be involved only rarely, if at all. The processes outlined below, should not be seen as describing regularly occurring events. They should not be seen, either, as representing the way in which all misdemeanours are treated; the majority of occasions of poor work or behaviour are dealt with on the spot by the teacher, either by a quiet word or the imposition of a minor punishment completed in the student's own time.

CAUTION SYSTEMS

At Fulston Manor School we expect students to behave responsibly and follow reasonable requests and instructions from all members of staff; first time, every time.

Teaching staff may, but do not have to, use a caution system for poor behaviour. This is designed to be non-confrontational and not open for discussion on the part of the student. Students will be clearly informed of the reason why they have received a caution. The issuing of a caution should make the student aware that their behaviour is inappropriate and in the majority of cases be a sufficient deterrent. Should a second caution be necessary, the student should be reminded of the consequences of a third reprimand.

If a student's behaviour hinders the progress of themselves or others, they will receive:



ON-CALL

A third reprimand will result in the student being sent to the 'On Call' room and an entry on ClassCharts will be subsequently written. The student will automatically receive a detention the following day after school for one hour, this will be overseen by a senior member of staff. Further sanctions will apply if a student causes difficulty when being sent to the 'On Call' room.

Some cases of poor behaviour may result in a student being exited without cautions being issued.

SANCTIONS FOLLOWING BEING SENT TO ON-CALL

If a student has been asked to leave a lesson this is seen as a serious concern as their behaviour has been deemed to be disrupting the learning of others. As a consequence; if this is the first time a student has been exited then they will receive a detention the following day, parents will be informed through ClassCharts. The department may choose to make alternative arrangements for the next lesson in the department if there are concerns over ongoing behaviour in the subject.

Individual student behaviour within lessons will be monitored by the Assistant Headteacher (Behaviour & Values) and Heads of House who may initiate isolation or suspension should poor behaviour be occurring across a range of subjects or repeatedly and so is impacting on other students.

INCIDENT RECORDING AND INFORMING OTHER STAFF

The recording of incidents is done using the behaviour management area in ClassCharts.

Additionally, members of staff will e-mail pastoral and subject leaders as a means of providing information on a student. The role of the pastoral and subject staff is to respond appropriately where there is felt to be a need. Whilst not possible to be definitive as to the circumstances in which the pastoral system will become involved, it is likely to take action in situations where incidents occur in a number of different subject areas. If this is the case it is likely that parental contact will be made.

REPORT CARDS

These are used by Tutors, Heads of House and Heads of Department to monitor the progress of individual students following a period of poor behaviour or lack of classwork/homework. These documents provide immediate feedback to the student, members of staff and to parents/guardians.

COMMUNITY CARDS

To encourage students to be smartly dressed and fully prepared for lessons, each student in Years 7 – 11 is issued with a Community Card at the beginning of every (Kent) term. Details are attached as Appendix C. This is an opportunity for praise and reward as well as a reminder of basic expectations of behaviour around the school site.

DETENTIONS

Parents are normally notified 24 hours in advance of any detention taking place after school hours. This will be done via ClassCharts.

Please note that the Department for Education state in their guidance to schools that:

“Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).” The school’s role when issuing detentions is to inform parents but “Parental consent is not required for detentions.”

For all students in Key Stage 4 and for a number of students in Key Stage 3, same day detentions may be applied. Parents will be informed on the day of the detention.

There are several types of detentions used, ranging from Teacher, Department, Pastoral, School, Deputy Headteacher and Saturday detentions. These can range in time from 30 minutes to 2 hours and can be completed at break and lunch or after school. Restorative Justice conversations can be organised by Head of House or Head of Department.

What the Law Allows

(‘Behaviour in Schools, Advice for headteachers and school staff’ DfE, September 2022)

“Teachers have the authority to issue detentions to students, including same-day detentions.

A School’s behaviour policy should make it clear that detention (including detention outside of school hours) can be used as a possible sanction.

A detention outside normal school hours will be lawful if it meets the following conditions:

- The student is under 18 (unless the detention is during lunch break)
- The headteacher has communicated to students and parents that detentions outside school sessions may be used and
- That detention is held at any of the following times:
 - Any school day where the student does not have permission to be absent
 - Weekends during term time – except a weekend during, preceding or following the half-term break; or
 - Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.
- The headteacher can decide which members of staff can issue detentions. For example, a headteacher could limit the power to heads of year or head of department only, or they could decide that all members of staff, including support staff, can impose detentions. This should be laid out clearly in the behaviour policy and communicated clearly to all student, parents and staff.
- Parental consent is not required for detentions that satisfy the conditions mentioned above.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.
- School staff should not issue a detention where there is any reasonable concern that doing so would compromise a student’s safety. When ensuring that a detention outside school hours is reasonable, staff issuing that detention should consider the following points:
 - Whether the detention is likely to put the student at increased risk
 - Whether the student has known caring responsibilities
 - Whether the detention timing conflicts with a medical appointment
 - Whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the students can get safely home; and
 - Whether suitable travel arrangements can reasonably be made by the parent/guardian for the student. It does not matter if making these arrangements is inconvenient for the parent/guardian.”

ISOLATION IN HOUSE AREAS/G8

Students may occasionally be placed in isolation in House areas or G8. This may provide an opportunity for students to calm down and reflect upon an earlier incident or may be used by Heads of House as a sanction for inappropriate uniform or appearance or to allow an investigation to be carried out into an event. Students will be provided with a work pack on their core subjects to complete.

INTERNAL ISOLATION

For KS3 and KS4 students who disrupt teaching and learning on a regular basis, a period of independent study and isolation may occur. Students will be set work in line with the curriculum being studied. This arrangement will also enable a period of respite for the remainder of the class where the teaching and learning will proceed as expected without disruption.

To help students re-integrate when returning to school after a Fixed Term Suspension or period of prolonged absence we may place a student into Internal Isolation. They will be supported by staff to help them to complete work and to work on social interaction in preparation for returning to class.

Students returning to lessons from Internal Isolation will be placed onto Deputy Headteacher report and possibly a behaviour contract.

RESPITE PLACEMENT

The school may impose a respite placement for students failing to comply with expectations. This can be particularly helpful to support students that are not behaving appropriately with peers. This provision may be for a short-term placement of 1-2 weeks or for longer based on individual needs.

ALTERNATIVE PROVISION

Fulston Manor School runs an onsite alternative provision for students who no longer attend mainstream lessons or school for reasons such as school suspension, behaviour issues and school refusal. Whilst attending the provision students will access the curriculum and receive lessons from teaching staff.

While they attend alternate provision, students will receive targeted nurture support in order to improve their social, emotional and behaviour responses.

DIRECTIONS OFF SITE AND MANAGED MOVES

In accordance with Section 29A of the Education Act 2002 “The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the student”

Schools can arrange for off-site provision for students to help improve their behaviour and to give them a fresh environment to succeed in. This could be through a mainstream school, specialist or alternative provision. This would follow a ‘Direction off site’ notice to parents. Fulston Manor School would always attempt to take the case to the ‘In Year Fair Access’ meeting in Swale, where KCC work in partnership with Swale schools.

The Chair of this group and delegates would then try to place this student to a suitable placement for a short-term placement to give them a fresh start and prevent permanent exclusion. Parents and Students do not have the right to choose the placement but the school would want to take on board their views and work with them, where possible. The student will be dual registered at the host school and original school. At the end of the time period the student may wish to stay at the host school, if the school feels they have made a successful start. Otherwise they may return to education provided by the original school.

A **Managed Move** is a permanent move to another school, that parents and the schools must all agree upon. It should be as part of a planned intervention and an effective integration strategy should be put in place to ensure the best chance of success and in the student’s interests. Whilst not something Fulston Manor School would want to do lightly it is clear these options may help keep students in mainstream education.

TRUANCY AND ABSCONDING

A student who is found to be truanting from a lesson will have this addressed by detentions, parental meetings, Head of House reports and Internal Isolation if the problem persists.

A student is considered to have ‘absconded’ if they intentionally/knowingly leave the school site without permission. In this instance, the school will follow the internal absconding procedure.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

OFF-SITE BEHAVIOUR

Student Behaviour Out of School - Expectations

Fulston Manor takes very seriously the preservation of our good reputation within the local community and has always assumed responsibility for the behaviour of our students on their way to and from school.

When someone is wearing our uniform, they are a representative of the school and fall within our jurisdiction, something that is recognised by groups as diverse as bus companies, local shopkeepers, the police and members of the public. For this reason, we would encourage anyone to report concerns directly to us (or examples of students behaving particularly well).

Students arriving in school after 8.40am should expect to have their Community Cards signed. Persistent lateness may result in further sanctions.

Summary

- Should any student be seen to be behaving in an inappropriate manner they should expect to be dealt with in exactly the same way as if this behaviour were to be displayed inside school.
- Staff on duty in Northwood Drive will send students directly to school from 8:35 a.m. and will not permit them to visit the shops.
- Students are reminded that the Cemetery in Bell Road is not a place for groups to meet.

CONDUCT CONTRACTS

Often used after fixed term suspensions, these documents provide a useful way of bringing home to students and parents/guardians alike the gravity of the situation. They are also used as a means of emphasising to the student that it is now his or her opportunity to assume responsibility for future events, rather than this being left to the parents or guardians. Failure to honour the terms of such an agreement may result in permanent exclusion.

BEHAVIOUR SUPPORT PLANS

Where a student's behaviour is of concern a Behaviour Support Plan may be required. A Behaviour Support Plan is developed to:

- Identify the challenging behaviour presentation of the student
- Agree strategies for positive behaviour
- Identify early warning signs
- Co-produce reactive strategies and support after an incident

STAFF TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training that will be in CPD briefings and parts of whole staff training days. These will include work on:

- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- Consistency, routines and systems
- The use of quality first teaching to meet student's needs
- The use of restorative conversations to overcome classroom conflict

Behaviour management will also form part of continuing professional development for staff at all levels.

SUSPENSIONS

Suspension is a significant sanction. Students will normally be suspended after other sanctions have been used to modify a student's behaviour; for more serious breaches of the behaviour standards expected or if allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Please refer to separate Suspensions Policy regarding sanctions after exclusion.

MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection policy for more information on responding to allegations of abuse against staff or other students.

LEGISLATION AND STATUTORY REQUIREMENTS

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

Behaviour in schools: Advice for headteachers and school staff, 2022

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/behaviour-in-schools-guidance-2022.pdf)

Searching, screening and confiscation: advice for schools, 2022

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/searching-screening-and-confiscation-advice-for-schools-2022.pdf)

The Equality Act, 2010

[Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15/section/1/contents)

Keeping Children Safe in Education, 2023

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/keeping-children-safe-in-education-2023.pdf)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2023

[Suspension and Permanent Exclusion guidance July 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/suspension-and-permanent-exclusion-guidance-july-2022.pdf) Use of reasonable force in schools

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/dfes-advice-template-2022.pdf)

Supporting pupils with medical conditions at school

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/103114/supporting-pupils-at-school-with-medical-conditions-2022.pdf)

Special Educational Needs and Disability (SEND) Code of Practice
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

LINKS WITH SCHOOL POLICIES

This policy links with several school policies, practices and action plans including:

- Anti-Bullying Policy
- Child Protection Policy
- Mobile Phone Policy
- Special Educational Needs Disability (SEND) Policy
- Supporting Children with Medical Conditions Policy
- Suspensions Policy
- Use of Reasonable Force Policy

APPENDIX A: GUIDANCE ON BEHAVIOUR AND UNIFORM

UNIFORM GUIDANCE

- ✓ Ties must cover all visible buttons on shirts / blouses.
- ✓ Sweatshirts (including hooded sweatshirts) are not to be worn anywhere on the school site.
- ✓ Shoes must be plain **black**, sensible, sturdy and cover the whole foot.
- ✓ Charity wrist bands are **not** to be worn.
- ✓ No jewellery is to be worn by students. Confiscated items may be collected by parents. Students may only collect confiscated items at the end of a half-term.
- ✓ Bags and coats must be left in lockers and not taken to lessons.

GUIDANCE ON OTHER ISSUES

- ✓ No sweets or food to be consumed in lessons.
- ✓ No gum is to be chewed anywhere on the school site. Persistent offenders may be required to scrape gum from tables as a deterrent and to rectify damage caused.
- ✓ No canned or fizzy drinks may be brought into school.
- ✓ No personal music systems, MP3 players, iPods etc. nor headphones should be brought into school by students. If any of these students are found using them at any time (including break / lunchtime) they will be confiscated and taken to the school office for collection by parents only.
- ✓ All members of the school community should walk on the right-hand side of corridors when moving around the school.
- ✓ No aerosol cans may be brought into school at any time.
- ✓ Mobile phones are to be used only until 8:40 am and then switched off and placed in locker. If a student is found to have their mobile phone on them during the school day it will be confiscated and the student can collect it from the school reception at 3:15pm. For second offences, parents will have to collect the phone from school reception. If a student refuses to hand over the phone, then parents will be contacted to come to school and remove the phone from their child.

APPENDIX B: Classroom Behaviour

Classroom Behaviour – Rewards and Sanctions

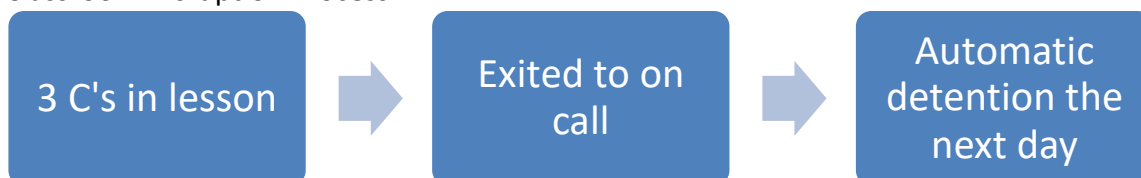
In the classroom teachers may use the warning system – 3 C's:

1. Caution (Warn)– if a student is behaving inappropriately the teacher will caution them about their behaviour
2. Choice (Move) – the second time the teacher speaks to a student the student has a choice: either to change their behaviour or to face a consequence
3. Consequence (Remove) – the third time the student has to be spoken to they will receive the consequence of going to on-call.

Consequences and Sanctions

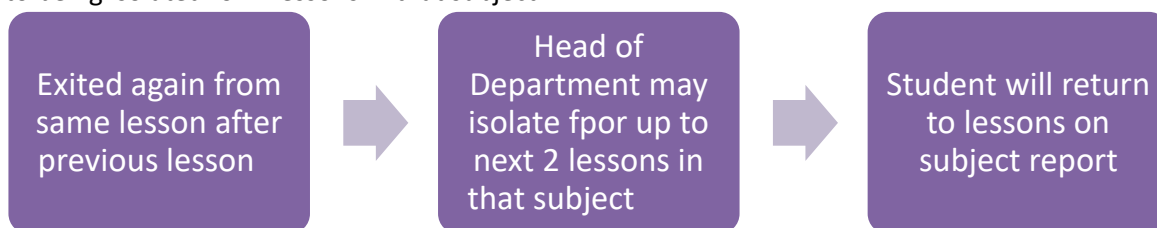
If a student has been asked to leave a lesson this is seen as a serious concern as their behaviour has been deemed to be disrupting the learning of others. As a consequence; if this is the first time a student has been exited then they will be issued an automatic next day detention. It will be at the discretion of the teacher and department regarding returning to class. Individual student behaviour within lessons will be monitored by the Assistant Headteacher who may initiate isolation or exclusion should poor behaviour be occurring across a range of subjects.

Classroom Disruption Process: -

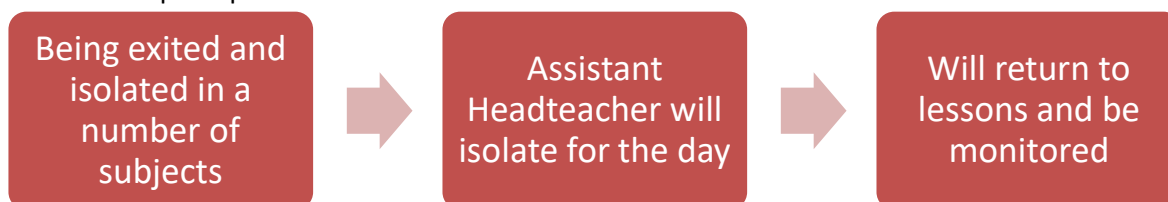


Return to the classroom teacher will be at the discretion of the Head of Department.

The classroom teacher must ensure all parties are aware. A second instance in the same subject may lead to being isolated for 2 lessons in that subject.



Further disruption process:



Persistent disruption



Monitoring of student behaviour

We use ClassCharts to record and monitor student behaviour, which allows students to receive negative and positive points for their behaviour. Positive or negative points are allocated according to the type of behaviour. The school focuses on the reward of positive behaviour and students are able to spend accumulated positive reward points in a reward shop. Negative points are monitored by pastoral staff.

APPENDIX C: COMMUNITY CARD

Students in Years 7 to 11 will carry a Community Card, this can be signed as indicated for negatives and positives. A full positive set of boxes will lead to a new card and positives on ClassCharts, a full set of signatures for the negatives will lead to a House detention as will failure to produce the card or loss off a card.

FULSTON MANOR SCHOOL COMMUNITY CARD

It is expected that all students wear uniform with pride and are fully prepared for every lesson. Mobile phones and headphones/ear buds are banned from the site. We expect students to display behaviour that will create a positive learning environment, where "Everybody Matters", "Everybody Succeeds" and "Everybody Helps".

Expectations

1. Uniform	2. Equipment
3. Punctuality	4. Chewing Gum
5. Eating/Drinking	6. Anti-Social Behaviour

Consequences if expectations are not met:

5 Signatures = a House Detention

Lost Community Card = a House Detention

Positive Behaviour

If staff see examples of positive behaviour they should sign in a box below.

A signature in all 6 positive boxes will result in a new card and 3 reward points being issued.

Fulston Manor School

Community Card

Name: _____ TG: _____

Date: _____ Staff Initial: _____

Issue: _____

Date: _____ Staff Initial: _____

Issue: _____

Date: _____ Staff Initial: _____

Issue: _____

Date: _____ Staff Initial: _____

Issue: _____

THIS CARD MUST BE KEPT WITH YOU AT ALL TIMES AND PRESENTED
TO STAFF WHEN REQUESTED

APPENDIX D: BEHAVIOUR SUPPORT PLAN

Name:	Agreed by:	Student:	Parent/Carer:	School:
The Outcome I am working towards	Outcome:			
1. Situation	2. Expected Response	3. Consequence of not completing the expected response	4. Support	
Struggling with concentration or frustration in a lesson	Use reflect and re-engage card; prior to getting into trouble. Go to House area.	Getting into trouble in the lesson; warning system	Reflect and re-engage card Support in House area	
Lack of work in lesson; struggling to understand or complete the work in lesson; refusal to work	Respond positively to being asked to work; ask for help from the teacher or teaching assistant	Getting into trouble in the lesson; warning system Department isolation for a limited period; further issues will lead to the Bridge	Support from teacher or teaching assistant Provision of time out of lessons, within the department, to re-engage with learning Provision of flexible after school support	
Defiance or rudeness to a member of staff	Calm down. Respond appropriately to member of staff who is dealing with the situation. Accept the consequence of the defiance or rudeness.	On call; department detention School detention or time spent in the Bridge centre	Restorative justice; 1:1 support with learning in the Bridge Head of House contact parent/ carer	
Poor punctuality to school/ tutor time	Explanation given to Head of House; punctuality to improve	Persistent poor punctuality will result in a 1-hour same day detention	Head of House contact parent/ carer Meeting with attendance officer	
Poor punctuality to lessons	Arrive on time for lessons	Card to be signed by teaching staff; 5 signatures will result in a 30-minute House detention	Head of House contact parent/ carer Escort between lesson	
Lack of homework	Complete and hand in homework on time	Stamp in planner; Detention	After school homework support club Flexible after school support from teaching staff during workshop	
Disruptive behaviour in class; rudeness towards another student	Comply with requests made by the member of staff; remain in seat and do not disrupt the learning of others. Be respectful towards other students	Warning and on-call system; Removal from lessons, isolation within the department School detention, Bridge, potential exclusion	COPE; Restorative justice	

Lack of equipment	Arrive with appropriate equipment and take to lessons	Card to be signed by teaching staff; 5 signatures will result in a 30-minute House detention	Ask Head of House for basic equipment at the start of the day if they have been forgotten
Truancy	Attend all lessons, assemblies and tutor times	School detention and make up time missed Continual truancy will lead to a staged intervention beginning with a warning system, leading to school detention and potential time in Bridge	Support from attendance officer Head of House contact parent/ carer Teaching staff to provide work missed for completion, space provided to catch up with peers
Being out of bounds	Remain in bounds on the school site	Staged intervention beginning with a warning system, leading to school detention and potential time in Bridge	Meeting with Deputy Headteacher 1 to 1 support in Bridge
Refusal to do as asked by a member of staff	Comply with the request made by the member of staff	During lessons: warning system and on call Outside lessons: remain in House area at break and lunchtime or isolated in G8	Restorative justice Head of House contact parent/ carer If persistent then referral to LIFT for additional outside agency support
Refusal to go to on call	Comply with the request made by the member of staff	Member of Leadership Group called to attend and remove student from lesson; escorted to the on-call room School detention	Restorative justice
Refusal to remain in the House area	Comply with the request made by the member of staff	Isolated at break and lunchtime in G8	Meeting with Deputy Headteacher
Refusal to do as requested in the on-call room or during a school detention	Comply with the request made by the member of staff	Deputy Headteacher detention (1.5 hours or 2 hours)	Restorative justice
Persistent disruption, defiance or inappropriate conduct	Comply with the request made by the member of staff; behave as expected around the school site	Bridge Centre; student may be asked to remain at home	Restorative justice; 1 to 1 support in Bridge; If persistent then referral to LIFT for additional outside agency support

