



FARRINGTONS
SCHOOL

BEHAVIOUR POLICY

Updated – February 2024

Revised by: SPA

Review Date: January 2025

1. Introduction

1.1 Behaving appropriately and being aware of acceptable social boundaries are key life skills which prepare our students for life at and beyond Farringtons School.

1.2 Behaviour is managed in a positive way, reflecting one of the School's key aims which is to "promote the holistic development of each person and to provide the best education for every pupil within a supportive Christian environment". To prevent prejudice-based bullying, we use a whole school approach looking at the culture of Farringtons and:

- Knowing what we are required to do under the Public Sector Equality Duty
- creating a school culture that reflects safety and inclusivity
- celebrating difference
- using the language of diversity
- including and involving all pupils
- empowering staff and students

1.3 Farringtons School actively encourages good, safe, behaviour through positive encouragement, praise and rewards but where pupil misbehaviour occurs there is a system of sanctions in place to reinforce the high expectations we have of our pupils. This policy seeks to explain our processes to staff, pupils, parents and guardians.

1.4 Corporal Punishment is prohibited and must not be administered to any child during any activity whether or not within the school premises.

1.5 Reference to the following policies will also add detail to the content of this policy:

Anti-bullying Policy, Restraint Policy, Child Protection and Safeguarding Policy, Exclusions Policy, Low Level Concerns Policy, Staff Handbook and the Complaints Procedure. DfE Behaviour in Schools (2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

2. Roles and Responsibilities

2.1 The Board of Governors and Senior Management Team (SMT) will establish, in consultation with the students and other staff, a policy for the promotion of desired behaviour and keep it under review. They will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.

2.2 All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head, for creating a high quality, safe, learning environment, teaching hygienic habits and positive behaviour for learning; implementing the agreed policy and procedures consistently. Staff should also be aware of, and have consideration for, any students with learning support needs or disabilities.

2.3 The Board of Governors, Head and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed. As per the DfE Behaviour in Schools (2022) guidance . "Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with SEND' (paragraphs 34-38)".

2.4 Parents and guardians will be expected, encouraged and supported to take responsibility for the behaviour and hygiene of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of cleanliness and desired behaviour; parents will be actively encouraged to raise with the school any issues arising from the operation of the policy.

2.5 Students are expected to take responsibility for their own hygiene and behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

2.6 Screening, searching and confiscation

2.6.1 The School acknowledges its duties and responsibilities under the applicable education legislation and guidance in respect of screening and searching pupils, and confiscating items.

2.6.2 School staff may search pupils' clothing, bags or lockers without consent for any prohibited item, and for any item, which we believe, could cause injury to any person or damage to property. This process will be governed by internal procedures and will only be undertaken by designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes as appropriate.

2.6.3 As a general rule, school staff can seize any prohibited item found as a result of a search, and any item however found which they consider harmful or detrimental to school discipline. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

2.7 Malicious accusations against school staff

2.7.1 The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff, and has procedures for dealing with such concerns.

2.7.2 However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

2.7.3 The School will also take seriously inappropriate use of technologies including mobile and social networking sites, which are targeted at members of staff.

2.8 Pupils are entitled to:

2.8.1 Educational provision that meets their needs and enables them to enjoy learning

2.8.2 Be taught in classrooms that are clean, conducive to learning and free from disruption

2.8.3 Be free from circumstances in which they are bullied, ignored or subjected to any form of discrimination

2.8.4 Have their voices heard, to be listened to and to know how to share their concerns

2.9 Pupils have a responsibility to:

- 2.9.1 Work to the best of their ability
- 2.9.2 Show, through their behaviour and language, respect for all staff and other pupils
- 2.9.3 Take proper care of books, equipment and the fabric of the building
- 2.9.4 Avoid behaviour which is intimidating, open to misinterpretation, is loud or results in physical contact
- 2.9.5 Accept and support the Behaviour Policy and the Code of Conduct
- 2.9.6 Follow any altered routines for arrival or departure
- 2.9.7 Follow instructions on hygiene, such as handwashing and sanitising
- 2.9.8 Follow instructions on who they can socialise with at school
- 2.9.9 Move around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, queuing).
- 2.9.10 Understand expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoid touching their mouth, nose and eyes.
- 2.9.11 Tell an adult if they are experiencing symptoms of coronavirus.

2.10 Teachers (or any other members of staff) are entitled to:

- 2.10.1 Be able to enjoy teaching, or to carry out their job, without safety concerns and unacceptable pupil behaviour
- 2.10.2 Clearly defined disciplinary measures and sanctions (see below)
- 2.10.3 Guidelines on what to do in a disciplinary crisis
- 2.10.4 Be free from verbal abuse, threats or physical assault
- 2.10.5 Consultation in the review of the Behaviour and Discipline policy and procedures
- 2.10.6 Work in a safe environment where the ethos is supportive of teaching and learning

2.11 Teachers (or other members of staff) have a responsibility to:

2.11.1 Respect the pupils they teach, encouraging good behaviour and respect for others

2.11.2 Keep their pupils safe and prevent all forms of bullying and peer on peer abuse

2.11.3 Promote positive behaviour

2.11.4 Keep parents informed of a pupil's progress, both educationally and socially

2.11.5 Reward good behaviour

2.11.6 Work as part of a team to implement the Behaviour and Discipline policy

2.12 Parents are entitled to:

2.12.1 Full information on their son or daughters' progress

2.12.2 Information on how positive, safe, behaviour is promoted and what they can do to help

2.12.3 Know what rewards and sanctions are given

2.12.4 The facility to discuss and resolve any concerns

2.13 Parents have a responsibility to:

2.13.1 Encourage their son or daughter to recognise the importance of good behaviour as an integral part of effective learning

2.13.2 Encourage their son or daughter to recognise the importance of good hygiene as an integral part of safe learning

2.13.3 Support the application of the Behaviour and Discipline policy and systems of rewards and sanctions

2.13.4 Respect all members of the school community

2.13.5 Encourage their son or daughter to be properly prepared for school each day

3. Introduction

3.1 This policy forms the basis of our behaviour management at Farringtons Prep School and should be read in conjunction with the related policies mentioned in 1.4.

All teachers have the right to teach; and

All children have the right to learn in a, safe, mutually respectful environment.

3.2 At Farringtons, we believe that most effective teaching and learning takes place in a well-managed environment, one that is safe, calm, happy and safe for the whole School community. Our Behaviour Policy focuses on positive, hygienic, behaviour, which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when behaviour issues occur, all staff, students and parents have a clear understanding of the procedures and sanctions for dealing with problems.

3.3 Farringtons Prep School aims to teach and promote good behaviour through an inspirational curriculum, excellent teaching and supportive structures. Good learning behaviour is taught explicitly through the use of Christian values, circle time and our Wellbeing units. Good learning behaviour is also taught explicitly through our reward and sanction structures and implicitly through the modelling of good, safe, learning behaviour by the adults and children in our school.

3.4 Ethos:

The School's motto, "Posside Sapientiam" is translated in the behaviour policy as the School Pledge. These aim to support children's behaviour in a clear and concise way.

3.5 The School Pledge

1. To listen and learn in our lessons
2. To be kind caring and to make everyone feel safe, happy and valued
3. To remember to work as a team
4. To show respect to everyone in the school community
5. To look after our school and keep it clean and tidy
6. To be welcoming to everyone who visits our school

4. Rewarding Good Behaviour

4.1 Rewards are given to children to celebrate their achievements in becoming good learners and in making Farringtons Prep School a vibrant and effective learning community.

Types of rewards:

- Stickers
- House points
- Informal rewards particular to each teacher e.g. stickers
- House point certificates.
- Start of the week awards
- Postcards of achievement
- Head's Award
- End of year awards.

4.2 In each Key Stage different strategies are used to promote good behaviour, each designed to suit a particular age group. In all areas the points are then added to the House system to win the House Cup. House points may also be awarded to all children as described below:

4.3 House Merits

Every child is placed in one of four Houses:

Wilson (Blue)

Fisher (Yellow)

Davies (Red)

Hatton (Purple)

4.4 House merits are awarded for good manners and showing an awareness of the school pledge. These are collated on a weekly basis for announcement in Friday's whole school assembly and in the weekly newsletter. At the end of the year the House with the most points is awarded the House Points Cup.

5. Prevention and intervention

5.1 Whilst we aim always to reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour which is unacceptable. As a school we use a combination of intervention strategies to prevent unacceptable behaviour (see Appendix 1). The list is not exhaustive and should be used as a guideline only. Staff should always remind children of their rights and responsibilities.

5.2 All sanctions Level 2 (see appendix 2) and above sanctions are recorded on ISAMs and MyConcern (where there is a safeguarding issue) to ensure that children receive fair sanctions. Behaviour patterns are identified so that interventions can be put in place quickly to proactively prevent continued incidents of poor behaviour.

5.3 When giving punishments the child should be told verbally why the sanction is being given by referring explicitly to the school pledge.

1. Children who are not following the school pledge receive a verbal warning
2. Continued negative behaviour by a child is sanctioned with a move within the classroom.
3. If this continues the child will lose play time.
4. Incidents such as:
 - Negative behaviour to other pupil, including verbal/gestures;
 - More incidents as above;

Will result in the child being sent to another room

5. Incidents such as:
 - Wilful vandalism of school property; (red card if serious)
 - More incidents as above
 - Coughing at or spitting towards another pupil
 - Physically hurting another individual;

Will result in the child being sent to the pastoral leader

As soon as possible after the incident the child should spend time reflecting on their actions, through support with an adult. They should also highlight the school pledge that they have made. Parents will be informed and a record kept in My Concern.

6. For a child who:
 - Continues to show unacceptable behaviour immediately after an incident described above.
 - Intentionally or persistently physically attacks another person.
 - Makes racist/sexist/homophobic/biphobic/transphobic/disablist/anti-faith comments to or about another child or adult including comments about the wearing of a face mask
 - Is proven to be exhibiting bullying or abusive behaviour

The child will be sent to the Head of the Prep School, who will inform the child's parents.

Allegations of behaviour that may lead to this must be carefully investigated by a member of staff.

5.4 The member of staff issuing any sanction must inform the class teacher.

5.4.1 Detentions take priority over any lunchtime club activities and

5.4.2 Parents are always informed separately of internal exclusions.

5.5 Monitoring

Each class teacher compiles a daily tracking record of house points, usually through iSAMS or a class sheet. This shows each child's daily total of house points.

5.6 Continued Challenging Behaviour:

Children should only be sent to the Head of the Prep School when the behaviour is severe, in all other cases the policy should be followed as above. If children are sent to the Head of the Prep School too quickly it loses its power as a sanction and risks inflaming a situation that could have been dealt with at a much lower level.

5.7 Counsellor

In addition, some students experiencing difficulties will be supported by the Counsellor. It is the role of the Counsellor to explore with the student a range of methods to engage them back into effective learning.

The Counsellor will meet regularly with the student on an individual or group basis and will closely monitor the student's progress, working in partnership with class teachers and the inclusion team.

5.8 Special Education Needs

For some of our children the behaviour management systems may not be appropriate in supporting their additional needs. Whilst all teachers should make efforts to adhere to the behaviour policy guidelines, we know that for some children, different standards of behaviour apply.

5.9 Playground Behaviour

The child's class teacher must be informed of negative incidents and failure to meet expectations about breaks or play times, including where children may or may not play by the staff on duty.

5.10 Restraint

Staff are reminded to read the Restraint Policy to ensure they understand when to use restraint with pupils.

SENIOR SCHOOL

6. Introduction

6.1 This Behaviour Policy is summarised within each pupil's homework planner and on the Level of Behaviour Code of Conduct posters displayed within all classrooms. The Behaviour Policy is developed and amended in consultation with students through the Student Council and staff through the Senior Leadership Team.

6.2 The Governors and staff believe that in order to enable teaching and learning to take place, good, hygienic, behaviour in all aspects of school life is necessary.

To prevent prejudice-based bullying, we use a whole school approach looking at the culture of Farringtons and:

- Knowing what we are required to do under the Public Sector Equality Duty
- creating a school culture that reflects safety and inclusivity
- celebrating difference
- using the language of diversity
- including and involving all pupils
- empowering staff and students

We seek to create an inclusive, safe, caring, learning environment in the school by:

- promoting good behaviour, hygiene and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying, peer on peer abuse and any form of harassment and unhygienic behaviour
- encouraging a positive relationship with parents and guardians to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can remain safe and achieve

6.3 Further detail relating to this Behaviour Policy can be found in the policies mentioned in 1.6.

7. Promoting good pupil behaviour

As per the Levels of Rewards chart

- Staff will praise pupils when they see good behaviour
- Staff will tell students clearly what is expected of them
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (Praise postcards, merits, parents' evening, or informally via a note in the student's homework diary or telephone call / email)
- When students have worked hard to support others, in or out of school, they will be commended - for example in year group assemblies
- Students should follow staff instructions and remember what is asked of them
- Rules are consistently and fairly implemented
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development

8. Rewards

8.1 A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

- Good behaviour should be consistently rewarded
- Staff will praise a student / class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform each other and the student's parents of praiseworthy actions at tutor and departmental meetings
- Staff may give privileges to students who behave consistently well and to those who have made a special effort to do so
- All staff will use the House Merits system

9. Unacceptable Behaviour

9.1 Sanctions are needed to respond to undesirable behaviour.

9.2 Students will always be given a chance to consider their behaviour.

9.3 They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

9.4 A range of sanctions is clearly defined on the Levels of Behaviour Code of Conduct poster and their use will be characterised by following the "Warn, Move,

Remove” Policy which provides clarity for why the sanction is being applied and what changes in behaviour are required to avoid future sanctions (Appendix 2). This includes sanctions recorded on our management information system ISAMs

9.6 Under no circumstances should any member of staff use or threaten to use corporal punishment (See Corporal Punishment Policy).

9.7 Head of Department, Head of Key Stage and Assistant Head detentions may be used as a sanction in appropriate circumstances. A member of staff using a personal detention as a punishment should consider the following points:

9.7.1 The punishment should be proportionate to the student's misbehaviour

9.7.2 The detention should be reasonable in all circumstances. It would not be reasonable for a student to miss lunch or planned transport arrangements

9.7.3 Parents should be given at least 24 hours' notice in writing and the reason for any after school or Friday detention, as well as the length and date on which it is to occur. A standard letter is available from the School Office. Staff may wish to use this and should use a method of delivery, which as far as possible, ensures arrival. It is prudent to allow two days between notification and carrying out the detention. This allows parents to make representations about the detention if they wish, but does not give them the right to refuse the sanction.

9.8 If it is deemed necessary by a member of staff a class or pupil may be retained for 15 minutes at break or lunchtime and up to 10 minutes afterschool without prior notification to parents.

9.9 Consideration must be given to the student's circumstances: age, any Special Educational Needs (SEND), any religious considerations or travel problems. With reference to pupils with SEND the Head of Learning Development in the Senior or Prep School should be informed, if the circumstances are relevant.

9.10 Should a search of pupils' property (or boarders room) be required staff should refer to the *Conducting a Search Policy*.

9.11 Staff are reminded of the guidelines of using restraint which are found within the *Restraint Policy*.

9.12 Sound relationships lie at the heart of life at Farringtons School and every member of our school community has a responsibility to ensure that their dealings with others are amicable and appropriate. This means that pupils should be considerate of others, respect their rights, safety and opinions and maintain a high standard of conduct at all times.

9.12 As a Methodist co-educational day and boarding school, Farringtons School's Code of Conduct regarding intimate relationships is based on clear moral, educational, religious and legal considerations.

9.13 Public displays of overt affection or intimacy, particularly those which might make onlookers feel uncomfortable and break social distancing guidelines, are unacceptable.

9.14 Similarly, private acts of physical intimacy or of a sexual nature have no place at School or where the School maintains responsibility eg. trips, visits, off-site events eg. a Leavers Ball. Pupils found in a compromising situation where there is a reasonable suspicion of inappropriate physical or sexual conduct (e.g. in a locked room or in a partial state of undress) are liable to be permanently excluded from Farringtons School.

9.15 If one or more of the pupils involved is under age, parents, Children's Social Services and the Police will be informed.

10 Off-site Behaviour

10.1 Although the school will not take responsibility for the actions of any Farringtons School students off-site, and the effects of such actions, nevertheless the school reserves the right to take action against such students whose behaviour is judged by the school as being inappropriate and / or where such actions result (or risk resulting) in bringing the school into disrepute. The following are given as examples of such actions which could be deemed as fulfilling the criteria for such judgements which could lead to action being taken, but do not constitute a closed list:

- Behaviour alongside the boundaries of the school site within sight of the School gates which falls below the expected standards of behaviour as listed in our Code of Conduct;
- Behaviour on mini buses (or other modes of transport) used by the school which falls below the expected standards of behaviour and social distancing as listed in our Code of Conduct;
- Behaviour and / or communication on social media sites which fall below the guidelines;
- Any behaviour that is deemed to bring the schools name or reputation into disrepute where appropriate will be investigated and sanctioned if necessary.

11 Incident Recording

11.1 Cases of extreme, safeguarding/Prevent related behaviour are recorded using My Concern (Appendix 3). All incidents are recorded centrally via ISAMs


12 Boarding

12.1 Boarding Houses within the school follow the school's Behaviour Policy. The School understands that Boarding Houses are a 'home from home' and therefore sanctions which occur 'at home' which are not of a school related matter should be dealt with consistently throughout the Boarding Houses. Behaviour which is deemed to have broken school rules or guidance provided within the Behaviour Policy is recorded using ISAMs. In all incidents of 'at home' behaviour or other the Assistant Head (Pastoral and Boarding) and the Head are kept informed through the updates to the House Electronic Daily Diary. The Assistant Head (Pastoral and Boarding) can then, if required, investigate further.

APPENDIX 1 – Prep School Behaviour Consequences

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Verbal warning. If behaviour continues move to level 2. Record on iSAMS.	Lose 10 minutes of playtime with a member of staff (5 minutes for KS1) Record on iSAMS. 3 x level 1 incidents in 2 weeks report to parents	Send to other classroom, if during lessons or to Pastoral Lead if outside lessons. Lose lunchtime break with a member of staff. Parents informed by Form Tutor. Record on iSAMS.	Send to Pastoral Lead. Parents informed by Pastoral Lead. Pupil behaviour report issued. Record on iSAMS. 2 x Level 4 in 2 weeks send to Headteacher.	Send to Headteacher. Parents informed by Pastoral Lead/ Key Stage Lead. Pastoral report and/or internal exclusion. Record on iSAMS.	Send to Headteacher. Parents informed by Headteacher. Head's report issued and internal exclusion. Record on iSAMS.	Permanent exclusion review. Meeting with Head of School required
Examples of behaviour could include but are not limited to the following						
Inconsiderate behaviour: <ul style="list-style-type: none"> • Calling out • Ignoring instructions • Silly noises • Pushing in the line • Talking in assembly • Running in the corridor 	Repeat of level 1 offences: <ul style="list-style-type: none"> • Not working • Being disruptive • Name calling • Being disrespectful • Taunting • Teasing • Rough play • Play fighting • Missing homework 	Repeat of level 2 offences: <ul style="list-style-type: none"> • Throwing small objects • Swearing • Lying 	Repeat of level 3 offences: <ul style="list-style-type: none"> • Deliberately harming someone • Deliberate damage to property 	Repeat of level 4 offences: <ul style="list-style-type: none"> • Fighting • Biting • Refusal to do as asked • Refusal to engage with work • Defiance • Stealing • Serious damage to property • Dangerous, sexual or offensive actions • Possession or supply of alcohol or pornographic material • Racist, sexist, homophobic, biphobic or transphobic or other discriminatory behaviour • Repeatedly ignoring Covid 19 guidelines 	Repeat of level 5 offences: <ul style="list-style-type: none"> • Extremely dangerous violent or threatening behaviour • Serious physical abuse to staff or pupils • Serious discriminatory language or gestures 	Failure to meet behaviour targets set during Levels 1-6 <ul style="list-style-type: none"> • Assaulting a member of staff • Possession of an offensive weapon or item deemed to be offensive • Possession, use or supply of drugs or other illegal substances • Behaviour that endangers other students, staff or visitors • Persistent defiant and disruptive behaviour after failed intervention strategies • Fraudulent activity

APPENDIX 2 – Senior School Levels of Behaviour

 FARRINGTONS SCHOOL		LEVELS OF BEHAVIOUR			
Level 1 Verbal warning Break time detention Issue recorded on iSAMS	Level 2 Lunchtime detention with a member of SLT in Q41 Issue recorded on iSAMS	Level 3 After school Wednesday & Friday Evening Detentions. Issue recorded on iSAMS	Level 4 Head of Year Report, single day of internal isolation	Level 5 Fixed term exclusion for one to three days	Level 6 Permanent exclusion review and referral to police if legally required
Examples of behaviour could include but are not limited to the following					
Inconsiderate behaviour: <ul style="list-style-type: none"> • Chewing gum • Eating/drinking outside of designated areas • Being argumentative • Creating litter • Spitting • Not complying with instructions • Uniform/hair/jewellery infringement 	Repeat of Level 1 offences Disruption to Learning: <ul style="list-style-type: none"> • Removal from a lesson (one) • Lack of co-operation • Rudeness • Attention seeking at the expense of others' learning • Persistent uniform issues • Inappropriate language • Caught out of bounds • Dangerous or disruptive behaviour 	Repeat of Level 2 offences <ul style="list-style-type: none"> • Failure to hand in mobile phone in Years 7-10 or caught with second device • Foul language • Failing to attend lunchtime detention • Graffiti • Failure to report damage to school property • Dangerous handling of equipment • Refusal to do as asked by members of staff • Deliberately missing lessons • Leaving the classroom without permission • Late three times per half-term 	Repeat of Level 3 offences <ul style="list-style-type: none"> • Total disobedience, defiance or insolence towards staff • Failing to attend after school detentions • Fighting and aggression including retaliation • Vandalism • Videocasting or photographing others without consent • Online (including phones) harassment • Dangerous behaviour on the school bus • Persistent bullying • Theft • Intentionally lying to a member of staff about a serious incident • Inappropriate behaviour including intimidation, in the presence of Junior School pupils • Smoking & Vaping 	Failure to meet behaviour targets set during Levels 1-4 <ul style="list-style-type: none"> • Child on child abuse including physical assault or on-line (including phones) threats • Verbal threats or extreme offensive language towards a member of the school community • Serious inappropriate behaviour • Sexually harassing any member of the school community (including out of school) • Possession or supply of alcohol or pornographic material • Racist, misogynistic, biphobic, homophobic, transphobic or other discriminatory behaviour • Bringing the Schools name into disrepute 	Failure to meet behaviour targets set during Levels 1-5 <ul style="list-style-type: none"> • Sexual activity on-site or when the School retains responsibility e.g. a School trip • Sexual violence • Upskirting and sharing of indecent images • Assaulting a member of staff • Possession of an offensive weapon or item deemed to be offensive • Possession, use or supply of drugs or other illegal substances • Behaviour that endangers other students, staff or visitors • Persistent defiant and disruptive behaviour after failed intervention strategies • Fraudulent activity
iSAMS sanctions: 5 x iSAMS sanctions in one Term = Friday Evening Detention, 10 x sanctions in one Term = Form Tutor Report, 15 x sanctions in one Term = Head of Year 7/Key Stage Report, 20 x sanctions in one Term = Assistant Head Report.					
As per the DfE Behaviour in Schools (2022) guidance: "Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with SEND' (paragraphs 34-38)".					



A 10 question guide to withdrawing a pupil from your lesson

Warn, Move, Remove (WMR)

At Farringtons we do not believe that one pupil's poor behaviour in class should be detrimental to the learning of others. As a result pupils are made aware, via our Levels of Behaviour poster that they may be withdrawn from the lesson. This is, currently, known as "Warn, Move, Remove" previously known as SWAT. We very much believe that WMR should be a last resort. Therefore, when considering whether to have a pupil withdrawn from your lesson please be mindful of the following:

Before

1. What misbehaviour has prompted this action and have you considered their Learning Profile eg. ASD
2. Have you already taken action to challenge the behaviour? Eg. moved the pupil to a different seat in the classroom
3. Have you explicitly warned them that being withdrawn will be the next step? Be mindful that they may actually want to be withdrawn for various reasons
4. Are they clear on what they are doing wrong and why it's so serious in terms of impact on other pupils' learning?
5. Email the WMR Team and cc in Head of Department; a member of the WMR team will reply to all to say they are on their way as soon as is possible.
6. Do they have work to take with them when they leave to last the duration of the removal?

After

7. How will you ensure there is no lost learning? Eg. did they miss you explaining a topic or giving the class verbal feedback. How can they "catch-up" in a way that does not add to your workload?
8. Have you recorded this on ISAMs?
9. Have you emailed parents – see template for WMR email below
10. Have you spoken with the pupil in Q40 at their lunchtime detention? Such conversations should include
 - a. A reminder of school expectations
 - b. A clarification and confirmation of why their behaviour resulted in the removal
 - c. Allow the pupil to express their view and apologise
 - d. Reassure them that this draws a line under the incident and agree it won't happen again

Dear Mr and Mrs XXXXXX (please check exact salutation and point(s) of contact)

I am writing to inform you that, unfortunately, today in Period [?] I had to have [NAME] removed from their [SUBJECT] lesson. As per our Warn, Move, Remove Behaviour Policy, well known to our pupils, I stated the rule which was being broken – in this case [enter misbehaviour] - and warned of the consequences if the rule continued to be broken including the subsequent sanction. Sadly [NAME's] behaviour continued to disrupt the teaching and learning in my lesson to the detriment of the other pupils. They were collected by a member of the Senior Leadership Team and completed the remaining work under their supervision. This removal will be followed up by me and I will explain the importance of positive behaviour in the classroom. I will be placing them in a lunchtime detention as an appropriate sanction for their poor behaviour and this will also be recorded on the ISAMs - School's behaviour management system.

[INSERT ANY ADDITIONAL INFORMATION e.g. SECOND TIME THIS HAS HAPPENED]

I am sure that you will wish to help us in explaining to [NAME] that such behaviour is inappropriate and falls well below all our expectations; thank you in advance for your support. I

am confident that [NAME] will appreciate the error of their judgement and continue to work hard to achieve to the very best of their ability.

APPENDIX 3

MyConcern can be accessed at <https://myconcern.education>.

Staff should login and raise a concern using the Report a Concern icon.

The screenshot shows the 'Report a Concern' form in a web application. At the top, there is a navigation bar with 'Home School (1056007)' and menu items: Profiles, Audit Trail, Resources, Admin, Reports, and Help. The form is titled 'Report a Concern' and contains the following sections:

- Name(s) of Pupil(s)**: A search box with the placeholder text 'Please enter at least 3 characters to search' and a search icon. Below it is a note: 'Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.'
- Concern Summary**: A text area containing the example text: 'e.g. Injury - Megan arrived at School this morning with a badly bruised right eye.'
- Send Concern to**: A dropdown menu with the placeholder text 'Please Select a Notification Group'.
- Concern Date/Time**: A text area with the placeholder text 'DD/MM/YYYY HH:mm'.

The screenshot shows the 'Details of Concern' form in a web application. It contains the following sections:

- Details of Concern**: A text area with the placeholder text 'There is no need to repeat the Concern Summary.'
- Location of Incident**: A dropdown menu with the placeholder text 'Not Applicable'.
- Is this Concern urgent?**: A checkbox followed by the text 'Is this Concern urgent?'.
- Action Taken**: A text area.
- Attachment**: A section for uploading files, with a blue button visible at the bottom right.