FARRINGTONS
SCHOOL

Behaviour Policy and Behaviour Code of Conduct Policy

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Regulatory References	**Education and Inspections Act 2006: Sections 88 to 94, Education Act 2002: Section 175, The Equality Act 2010, Education (Independent School Standards) Regulations 2014**
Links to other policies	**Safeguarding and Child Protection, Anti-Bullying Policy, SEND (Special Educational Needs and Disabilities) Policy, Disciplinary and Exclusions Procedure, Staff Code of Conduct, Online Safety & Acceptable Use Policy**
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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 <u>Screening, searching and confiscation</u>

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 <u>Teachers (or any other members of staff) are entitled to:</u>

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 <u>Teachers (or other members of staff) have a responsibility to:</u>

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

PREP SCHOOL

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.
- Star 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 1 (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.

5.3 (b) All sanctions are applied after reference to the Farringtons 'Levels of Behaviour' chart and the 'Levels of Reward' chart. Colleagues will also consult with other pastoral colleagues to ensure that the correct procedures are being adhered to.

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 weekly 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 Restrictive Interventions:

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

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
- In addition to the House Merit system, there are golden ticket awards which Heads of Year will give out to students who have shown reliability in terms of representing the school's values over a period of time. The vouchers will be presented on Friday afternoon and can be exchanged for prizes after school.

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. All students/ staff involved will be spoken with and statements will be taken from them and signed. (See Appendix 4)

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.

9.5 Farringtons adopts a restorative approach in terms of managing discipline and conduct. Students who have been accused of misdemeanours will always be given a chance to explain their views when something has gone wrong.

9.6 Levels 1-3 of the Levels of Behaviour Code of Conduct should be considered low to medium in terms of severity. Once the sanction is served, there is usually no need for any further intervention although this will depend on the reason for the sanction and the level of impact that the incident has had on the wider community.

9.7 Level 4 sanctions can take the form of a Head of Year Report or an Internal Isolation. In the case of the latter, students will work in a supervised quiet room for a day and be given the chance to have a restorative session with a suitable member of the pastoral team.

9.8 Students who are involved in incidents which are considered serious (Level 5 or 6) will attend a disciplinary meeting with a member of SMT. In this circumstance, the school will organise for an additional member of staff to accompany the student as a supportive advocate. This will usually be the Head of Year or another appropriate pastoral member of staff.

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

9.9.1 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:

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

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

9.9.4 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.

9.9.5 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.

9.9.6 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.

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

9.9.8 Staff are reminded of the guidelines of using restraint which are found within the *Restrictive Interventions Policy*.

9.9.9 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 always maintain a high standard of conduct.

9.9.10 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.

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

9.9.12 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.

9.9.13 If one or more of the pupils involved is underage, 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 minibuses (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 as per the Levels of Behaviour for Boarders poster.

Farringtons School Pupils Behaviour Code of Conduct Policy

1 Aim

1.1 The aim of this Code of Conduct is to outline the expected standards of pupil behaviour at Farringtons School to ensure that all members of the School community live and work together in a respectful and harmonious environment.

2 Introduction

2.1 Pupils are at Farringtons to learn to prepare for life in a demanding world and to become global citizens. As such, pupils are expected to:

2.2 master academic subjects and develop useful skills

2.3 establish effective working habits

2.4 discipline themselves to be efficient and reliable

2.5 learn to live happily, safely with other people

2.6 An academic community cannot allow individual selfishness or thoughtlessness to get in the way of its broader interests – so there must be an agreed Code of Conduct which governs all you do.

2.7 Visitors to Farringtons School often comment favourably about the impressive conduct, appearance and helpfulness of all they meet at Farringtons School. Pupils should be proud of the School and of their part in it.

3 School work

3.1 Academic progress is central to life in School. It is therefore vital that pupils are faultless in attending class, being on time, bringing all necessary materials and completing all tasks to the best of their ability. Pupils should always be looking to raise their level of performance and understanding by seeking to do more than the minimum to 'get by'. Pupils must do nothing which may disrupt the learning of others, and they should encourage others at all times to develop their potential. Commitments to teams, music, drama and other clubs or activities including related training, practice sessions and rehearsals are seen equally as opportunities to develop a student's potential and deserve to be honoured by pupils accordingly.

4 Chapel

4.1 Within Chapel, where possible during the pandemic, pupils must respect the feelings of others and help to build the atmosphere which serves the needs of all the community. Positive involvement is a tonic to everyone's spirits.

5 Dress and appearance

5.1 Farringtons School uniform is one of our most cherished traditions. Wherever and whenever it is worn, it must be worn with pride and with care for its neatness and cleanliness. Pupils may wear their own clothes as and when the regulations permit. Attention-seeking styles of dress, hair and personal ornamentation are not appropriate. For further information pupils and parents should refer to the Uniform Policy.

6 Respect

6.1 Farringtons School community only works happily if everyone behaves with respect for the individuality of others and the interests of the whole school community. Pupils and staff are all different from one another and should be allowed to be so. Privacy is important but so is communal life. There will many occasions when our individual impulses and wishes have to be seen as less important than the interests of the school community. Instructions from a member of staff or Prefect must be obeyed without delay or discussion and with good grace – if a pupil believes they are being unfairly treated they should first discuss the issue with their Form Tutor or Head of School.

6.2 Pupils are reminded that they are able to make complaints. Pupils should refer to the Complaints Policy.

7 Health and Safety

7.1 Pupils must each take personal responsibility for adopting a healthy lifestyle. Above all, no action of ours must be allowed to bring danger, fear or unhappiness into the lives of others. Social life must be kept positive, respecting the law, as in all things.

7.2 Pupils and parents should refer to the Health and Safety Policy.

8 Home and School

8.1 Consideration for those who look after you at home and School must be paramount in all arrangements made for travelling, and where possible school visits. Pupils are expected to play their part in ensuring good communication and understanding between home and School.

9 Other related policy documents

9.1 Farringtons School Drugs, Alcohol, Tobacco and Substance Abuse Policy, Anti-bullying Policy, Behaviour Policy, Cyber Bullying, ICT Code of Conduct Policy, are set out in separate documents and are available on request.

9.2 The Boarding Policy and Boarding Handbook provides information relating to the standards and regulations expected within the boarding community.

9.3 It is neither possible nor desirable to seek to cover every situation in a comprehensive rule book. However, Appendix 1 details the main school rules. Pupils should note that it is no defence to say something has not been ruled out so therefore it must be acceptable.

9.4 If behaviour or a pupil's actions are safe, sensible and courteous, then it is unlikely to be wrong: behaviour which is inconsiderate, illegal, dangerous or bad mannered is invariably wrong.

10 Intimate relationships: code of conduct

10.1 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.

10.2 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.

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

10.4 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.

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

11 Code of conduct for all sports

11.1 This Code applies equally to external school fixtures and internal house sport competitions. It also applies to all staff, coaches, parents and visitors associated with Farringtons School. Pupils who transgress can expect to be sent from the field of play and / or be suspended from future matches.

11.2 Farringtons School expect the same standards of behaviour in sport that we do in the classroom. Everyone associated with Farringtons School sport should know this Code of Conduct and adopt it.

11.3 We hope pupil participation in sport at Farringtons will be enhanced by this policy.

12 Obligations towards their sport

12.1 Players should always:

12.2 Make every effort to develop their own abilities in terms of skill, technique, tactics and physical fitness both in matches and training;

12.3 Set a positive example for others, particularly for other players and supporters, refrain from using foul or abusive language, and wear smart and appropriate kit.

13 Obligations towards one's own team

13.1 Players should always:

13.2 Make every effort, consistent with fair play and the laws of the game, to help their own team to be successful

13.3 Make every effort to be available, train hard and play with maximum effort; know when their fixtures and other commitments are in advance and advise their coach in plenty of time of any unavailability due to injury, illness or other circumstance;

13.4 Encourage rather than criticise team mates.

14 Respect for the laws of the game and competition rules

14.1 Players should always:

14.2 Abide by the laws, rules and spirit of the game;

14.3 Accept both victory and defeat graciously.

15. Respect towards opponents

15.1 Players should always:

15.2 Treat opponents with due respect at all times, irrespective of the result of the game.

16 Respect towards match officials

16.1 Players should always:

16.2 Show due respect towards match officials and accept their decisions without protest.

17 Respect for equipment, facilities and the school environment

17.1 Players should always:

17.2 Show due respect towards the equipment, facilities, including pitch surfaces etc. that are provided and the work that goes into maintaining them.

18 Obligations towards the supporters

18.1 Players should always:

18.2 Show due respect to supporters of both teams at all times.

19 Obligations towards coaching staff

19.1 Players should always:

19.2 Show respect to all coaching staff and thank them for giving up their time so that pupils can enjoy their sport.

20 Supporting

20.1 All supporters, adults and pupils, should:

20.2 Not enter the field of play before, during or after the game;

20.3 Positively applaud their team and their opponents. At no time are jeering, negative comments, hostile gestures, aggressive chanting or obscene language permitted.

Appendix 1

FARRINGTONS SCHOOL RULES

RIGHTS AND RESPONSIBILITIES

The aims of our school rules are to create a vibrant, disciplined, safe (including Covid-Safe) and dynamic learning environment and make each person aware of the value of self-control and to develop a sense of personal responsibility for their own conduct and for the wellbeing of others. Our behaviour management policy is based on an understanding of our expectations of basic rights and responsibilities at Farringtons. This applies to pupils, staff & parents.

- We have the right to be respected. Therefore it is our responsibility to respect the rights and feelings of others.
- We have the right to a clean, healthy and safe environment. Therefore it is our responsibility to respect and protect our environment.
- We have the right to physical and emotional health. Therefore, it is our responsibility to make decisions and take actions that are in the best interest of our own being.
- We have the right to learn. Therefore it is our responsibility to actively contribute to building the best learning environment for ourselves and others.

We will demonstrate our rights by:

1. Treating each other with respect and dignity.
2. Behaving in a manner which does not distract, disrupt, offend or endanger others.
3. Respecting and obeying the regulations that govern the school and community.
4. Promoting a healthy, hygienic, working and learning environment.
5. Demonstrating patience and understanding towards all members of the school.
6. Acting in ways that respect the physical and emotional wellbeing of ourselves and others.
7. Honouring commitments and making good use of time.
8. Respecting property and equipment which belong to the school and others.

RULES

A. School Uniform

Farringtons' pupils should always be dressed to a standard that upholds the history and ethos of the school. The School uniform, including sports kit, symbolises what it means to be a pupil at Farringtons School and as such should be worn with pride. A pupil should be neatly attired in the correct school uniform required as detailed on the school uniform list. Pupils are required to pay special attention to the combing of their hair; the quality of their polishable shoes; the tucking in of shirts and non-rolling of skirts at the waistband. This applies when at school and when coming to or going from school. A pupil must be considerate and polite at all times, including outside school where, especially when in school uniform, every pupil is a representative of Farringtons School.

B. Appearance

It is important that each pupil should project an image that would bring credit to themselves and the School.

Hairstyles should be kept tidy and conform to a reasonable norm as determined by the Head. The following are not allowed: patterned, sculpted styles and unnaturally coloured dyed hair,. Pupils must be clean shaven. Side burns must not be lower than the bottom of the ear.

One pair of stud of plain gold and silver stud earrings in the earlobe are permitted.

The general appearance of pupils should conform to a reasonable norm, which, if necessary, shall be at the discretion of the Head. It is important that each pupil should project an image that would bring credit to himself / herself and the School

C. Code of Conduct

Proper conduct does not include:

1. Smoking, vaping, drinking alcohol, taking any non-prescribed medicine or drug, gambling, stealing, using foul language, fighting or bullying.
2. Bringing any alcoholic beverage, energy boosting drinks, non-prescribed medicine or drug to school.
3. Spitting, chewing gum or littering.
4. Damaging school property or failing to report accidental damage
5. Being late, missing lessons or leaving the school grounds or wherever a school activity is being held, without permission.
6. Wearing unnaturally dyed, undercut or over-long hair. Extreme hairstyles are not permitted.
7. Wearing jewellery, body ornaments, unapproved badges, make-up or nail varnish.
8. Bringing improper reading or audio-visual material to school.
9. Bringing any electronic (except watch, laptop/tablet, phone or calculator), photographic or recording device to school.
10. In Years 10-13 using a mobile phone in the school or during an organised school activity; to send or to receive calls, messages or emails; to check messages or to take pictures or to play games or watch television. Mobile phones are the responsibility of the pupil and improper use will result in confiscation.
11. In Years 7-11 possession of a mobile phone during the school day
12. Bringing laser pointers or lighters to school.
13. Bringing sharp implements to school.
13. Inviting outsiders to school without permission.
14. Leaving the school grounds or organised activity without permission.
15. Making the bathrooms dirty or messy.
16. Leaving money, oyster cards, valuables etc. in the pockets of clothing in the classrooms or changing rooms. Valuable items should not normally be brought to school but if this is unavoidable, they should be left with Form Tutors or in the School Office. The school will not accept any responsibility for loss or damage to valuable items if they are not handed in.

17. Lying to a member of the school community

D. Examination, Assignments, Documents and Notices

Pupils should not:

1. Cheat in any test or examination. (Cheating is a serious offence. A pupil caught cheating will be punished and given no marks for the examination. The offence will be entered on the offender's record and parents will be notified).
2. Plagiarise from either electronic or print sources the work of others.
3. Tamper with entries in any school report or class register.
4. Forge parents' or guardians' signatures or send false email information.
5. Damage or remove any notice.
6. Put up any notice or poster or use the name or badge of the school without permission.

E. In the Classroom

Pupils should not:

1. Bring any food or drink (except bottled water and a break time snack) into any classroom.
2. Write, draw or put any stickers, gum or labels on walls, electronic whiteboards, whiteboards, desks or chairs.
3. Leave behind or throw rubbish.
4. Shout or make noise in class or between classes.
5. Touch any radiators, switches or teaching aids unless instructed by the teacher.
6. Put belongings in areas which may cause a hazard.

7. Misbehave in the classroom.
8. Use or touch any IT equipment and electrical appliances without approval.
9. Deface the furniture and walls.
10. Swing on chairs.
11. Sit or stand in window sills, or lean or climb out of the windows.
12. Text books, exercise books and contact books provided by the School remain the property of the School. If lost or wilfully misused, pupils will be required to pay for them. Exercise books are provided free of charge and are freely exchanged when filled with properly written work. Lost or wasted books must be paid for.

F. Outside the Classroom

Pupils should not:

1. Throw any object from a height that is likely to cause injury.
2. Jump a queue at the dining hall or at a bus stop or train station.
3. Run along the corridors or up and down stairs.
4. Wear non-sports training shoes in the Sports Hall or Swimming Pool area.
5. Climb slopes, walls, fences or buildings.
7. Tamper with flowers, trees or workmen's tools.
8. Play with or waste water.

G. Out of Bounds

1. The Staff Offices and Staff Common Room.
2. The Prep School without prior permission.
3. The Chapel, Ferens Hall, Computer Rooms, Music Rooms, Swimming Pool area, Sports Hall, Gym, Art and Technology Rooms, General Purpose Rooms, and the laboratories except for regular lessons or approved purposes.
5. The garages, storerooms, kitchens and Maintenance Team areas.
6. The pond, flower-beds, any wooded area, areas close to staff houses and all roofs.
7. Other classrooms except for official business.
8. Construction sites.
9. Boarding accommodation in the case of day pupils

H. Punctuality and Attendance

Pupils are expected to:

1. Arrive at School at their allocated time. Pupils arriving after registration must report to the Dining Hall to sign in
2. Arrive at every lesson on time and with the correct equipment.

We would ask parents to:

3. Report a child's absence parents on the first day of absence by telephone or email, absence@farringtons.kent.sch.uk, before 10.30am and send a note to the form tutor on the day he/she returns. If the absence is more than 3 days, parents must send a written note to the school on the third day to outline what is wrong.
4. Make medical and dental appointments out of school hours. If this is not possible a note and/or appointment card must be brought into school prior to the appointment.
5. Not arrange family holidays during term time.

I. Illness and Dispensary

1. If pupils are ill in school, they should tell the subject teacher or Form Tutor who may refer them to the School Nurse or, if she is not available, the School Office. No-one should go to the Medical Centre or leave the premises without signed permission.
2. If pupils need to take medicine at school it must be left with the School Nurse at the beginning of the day in the Medical Centre. The only exception is if pupils have an inhaler or asthma, an Epipen or medicine for diabetes.
3. If pupils have taken any painkillers or medicines before school, a signed note of what was taken and the time needs to be provided by the parent.

J. Extra-curricular use of the School

Pupils using the school grounds during break, lunchtime or after school must observe the following rules:

1. Pupils must not use foul language. Any pupil caught may be sent to their Pastoral Leader.
2. Players as well as spectators and officials during sports fixtures (when possible) or trips must not leave any rubbish behind. This also applies to the school mini-buses.
3. Pupils have to stop playing when the bell is rung at the end of break or lunchtime and go promptly to lessons.
4. At the end of the school day pupils should leave the school premises by 4pm or they must report to an extra-curricular activity, homework club or FIZ Club in the Prep School.
5. Pupils may not use the grounds when they are wet or slippery, especially during or after rain.
6. Pupils using the school grounds must ensure that they do not break their Year group bubble (where applicable), disturb Prep classes or public examinations when in session.

K. Lost Property

1. Any lost item found by a pupil should be given to the School Office immediately.
2. A pupil who has lost his/her property should fill in the log book provided in the School Office as soon as possible. Any pupil claiming an item must sign the log book.
3. All unclaimed items will be displayed at the end of each term. These may subsequently be disposed of at the discretion of the school.

ALL INFORMATION REGARDING SANCTIONS AND REWARDS CAN BE FOUND IN THE SCHOOL'S BEHAVIOUR POLICY.

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: • Calling out • Ignoring instructions • Silly noises • Pushing in the line • Talking in assembly • Running in the corridor	Repeat of level 1 offences: • Not working • Being disruptive • Name calling • Being disrespectful • Taunting • Teasing • Rough play • Play fighting • Missing homework	Repeat of level 2 offences: • Throwing small objects • Swearing • Lying	Repeat of level 3 offences: • Deliberately harming someone • Deliberate damage to property	Repeat of level 4 offences: • 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: • 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 • 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	Level 2	Level 3	Level 4	Level 5	Level 6
Verbal warning Break time detention Issue recorded on iSAMS	Lunchtime detention with a member of SLT in Q41 Issue recorded on iSAMS	After school Wednesday & Friday Evening Detentions. Issue recorded on iSAMS	Head of Year Report, single day of internal isolation	Fixed term exclusion for one to three days	Permanent exclusion review and referral to police if legally required

Examples of behaviour could include but are not limited to the following

Inconsiderate behaviour:	Repeat of Level 1 offences	Repeat of Level 2 offences	Repeat of Level 3 offences	Failure to meet behaviour targets set during Levels 1-4	Failure to meet behaviour targets set during Levels 1-5
• Chewing gum • Eating/drinking outside of designated areas • Being argumentative • Creating litter • Spitting • Not complying with instructions • Uniform/hair/ jewellery infringement	**Disruption to Learning:** • 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	• 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	Total disobedience, defiance or insolence towards staff. • Failing to attend after school detentions • Fighting and aggression including retaliation • Vandalism • Videoing 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	• 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	• 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

Warn, Move, Remove Behaviour Policy

Warn
Explain what rule is being broken and the consequence if the rule continues to be broken. Refer to levels of Behaviour

↓

Move
Move the pupils to the front of the classroom

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Remove
Remove the pupil if there is persistent disruptive behaviour to the detriment of teaching and learning

Pupils removed from a lesson will be placed in a Lunchtime Detention the following day in Q41. The removal will be recorded on iSAMS

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 XXXXXXX (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.

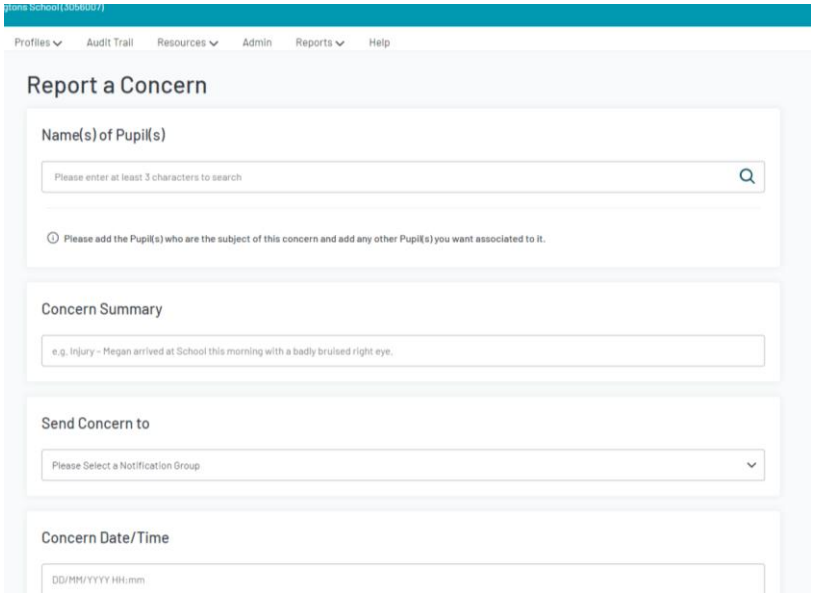
[INSERT ANY ADDITIONAL INFORMATION e.g. SECOND TIME THIS HAS HAPPENED]

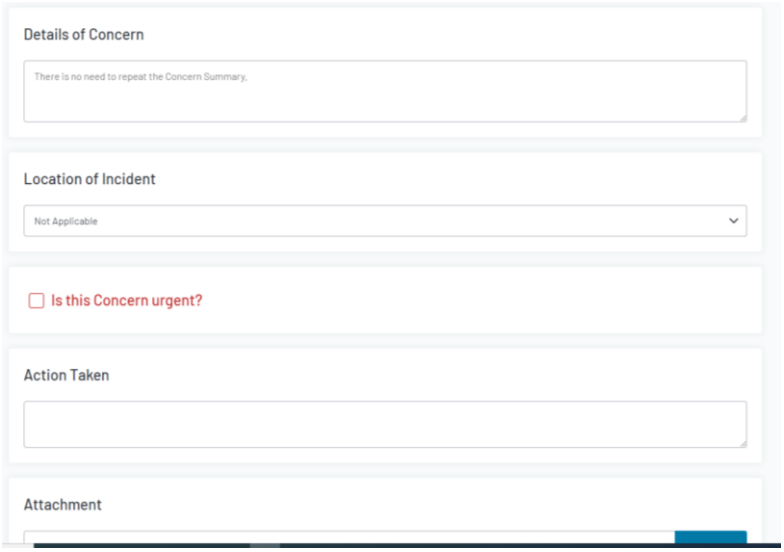
I am sure that you will wish to help us in explaining to [NAME] that such behaviour is inappropriate and falls well below all our expectations; thank you in advance for your support. I am confident that [NAME] will appreciate the error of their judgement and continue to work hard to achieve to the very 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.





APPENDIX 4:

Statement sheet for students and all staff:

Name;

Date:

Incident:

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I agree to this information being used in any present and future investigation into this incident.

Name:

Signature:

Date: