



Fullbrook

Conduct Policy

Outstanding conduct and safety is when:

1. “ Parents, staff and pupils are unreservedly positive about both behaviour and safety”.
2. “Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work”.
3. “ Pupils’ behaviour outside lessons is impeccable. Pupils’ pride in the school is shown by their excellent conduct, manners and punctuality.”
4. “Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively”.
5. “ All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety”.

School Inspection Handbook, Ofsted. September 2014

At Fullbrook:

“Students are very proud of their school and feel very safe. They behave well in the corridors as they move from one lesson to the next, during breaks and lunchtimes as well as before and after the end of the school day”.

“Students’ positive attitudes to one another and staff stem from clear and high expectations of them and the effective implementation of the behaviour management system”.

“Bullying and racist behaviour is infrequent and when it does occur is dealt with quickly and effectively”.

Fullbrook School OfSTED Inspection Report, May 2013

All at Fullbrook are committed to students’ learning and achieving their very best. We expect every young person to behave well and the vast majority do.

This conduct policy sets out how we reward our students and motivate them to achieve and how restorative justice and sanctions are used when necessary.

Contents

Behaviour Policy Principles

Roles and Responsibilities

- Governors**
- Principal**
- Staff**
- Students**
- Parents/Carers**

Achieving High Standards of Behaviour

- The Fullbrook Way Code of Conduct**
- The Fullbrook Way**
- Rewards**
- Sanctions**

Rewards Explained

Sanction Explained

- ASAS**
- Detention**
- Inclusion**
- Inclusion : Extended Day**
- Isolation : Staggered Start Day**
- Exclusion**
- Smoking**
- Bullying**
- Racism**
- Personal Electronic Devices**
- Behaviour outside lessons**
- Behaviour off the school site**
- Further Information**

Supporting Students' Behaviour for Learning

- Senior Leadership Team Walkabout**
- Student Support, Achievement and Tutoring System**
- The House System**
- Citizenship Lessons**
- Student Voice**
- Restorative Approaches**
- IRIS Behaviour Management System**
- Student and Family Support**
- Accelerated Learning Tutor group**

Supporting Staff

- CPD and INSET**
- Inclusion Forum**
- Informal meeting : Behaviour for Learning drop-in**
- IRIS behaviour Management System**
- Use of reasonable force**
- Handling accusations of abuse against teachers and other staff**

Supporting Parents/Carers

- Fullbrook and Parents and Carers**
- Fullbrook Parent Voice (FPV)**
- Eikon**
- Student and Family Support**

Policy Formulation

Monitoring and Reviewing the Policy

Appendix A : Sanctions Tariffs

Appendix B : Inclusion Room

Appendix C : SLT Walkabout

Appendix D: Exclusion Policy

Appendix E : Behaviour Management Flow Chart

Conduct Policy Principles

At Fullbrook we believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect.

The conduct policy is built on this principle and promotes equality of opportunity and inclusion of all. This policy is encapsulated in 'The Fullbrook Way'. This is our code of conduct that clearly sets out high expectations of behaviour from all students.

Roles and Responsibilities

Governors

Section 89 of the Education and Inspections Act 2006 for maintained schools and the Independent Schools Standards Regulations 2010 for Academies and Free Schools requires schools to have a behaviour policy. Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour. To this end, Fullbrook's Governing Body:

- a) has contributed to and supported the written statement of principles to guide the Principal in determining measures for promoting positive behaviour
- b) consults regularly with the Principal to ensure that particular issues are addressed.

Principal

The Principal is responsible for determining the measures to be taken to meet the principles of the Behaviour Policy. The Headteacher will:

- Put in place a management structure for all staff, with a clear description of roles and responsibilities to address behavioural issues, which is communicated effectively.
- Promote the positive ethos of behaviour policy principles and challenge discriminating practice.
- Ensure the curriculum includes measures to improve the social, emotional and behavioural development of children across the whole curriculum.
- Provide training, mentoring and consultation opportunities for all staff about behaviour, and social/emotional development.
- Ensure participation by all members of the School community in all aspects of School life.

Staff

School staff will implement this policy, applying it consistently and fairly. They will share in the process of review and communicate any ideas for improvement to the School's Leadership Team.

Students

Students will continue to play a major role in shaping the policy through the School Council and Citizenship lessons. All pupils will be clear about classroom, corridor and playground expectations presented in The Fullbrook Way and displayed around the building, the School's

rewards and system or sanctions, and their role in promoting the school's ethos by modelling high standards of behaviour within the school and wider community.

Parents and Carers

Parents and carers will contribute to the policy by their representation on the Governing Body. The school's behaviour policy is available on the school website and via the parent portal. Parents will sign the *Home School Agreement* to indicate that they have understood the principles of the behaviour policy and fully support the School in its implementation. The parents and carers must notify the school of any change to their contact details when this occurs to ensure that they (or a designated responsible adult for an Emergency) can be contacted at any time during the school day.

Achieving High Standards of Conduct

We look behind the behaviour of our pupils to help them understand their feelings and think about why they behave as they do. We believe that in order to change behaviour we also need to understand the context in which it happens such as the classroom, friendship groups, family life and the wider community.

Conduct is not viewed, therefore, in isolation and there are clear links with other systems and policies in and out of school.

In particular, staff should familiarise themselves with the following policies and documents.

Anti Bullying

Safeguarding Children and Child Protection

The Single Equality Policy

(These policies are all available on the school website www.fullbrook.surrey.sch.uk the parent portal and, for staff and governors, via Ariadne)

The Fullbrook Way Code of Conduct

The Fullbrook Way, with the accompanying Rewards and Sanctions sections, clearly set out expectations for good conduct. We know students do better when they receive recognition and our rewards system aims to acknowledge and promote the good conduct and achievement of all our students.

Whilst it is important that we recognise good conduct and effort, there are times when students need to be held accountable for their actions. Our system of sanctions sets out what will happen if a student's conduct does not meet expectations.

Fullbrook seeks to be clear that it is a student's poor conduct which is being rejected and not the student her/himself. Fullbrook has adopted a restorative justice approach to behaviour management to support students to understand why their own conduct was inappropriate and to enable a victim to gain a sense of closure following an incident. At Fullbrook we aim to support students to develop into rounded individuals who care about how they conduct themselves and how their behaviour affects others. It is important that students and staff are able to move forward following any instance of poor conduct so that all students' learning can continue.

THE FULLBROOK WAY
As members of the Fullbrook community we will:

- 1. Wear our UNIFORM correctly and take pride in our appearance** (Icon: Tie)
- 2. Arrive PUNCTUALLY to school and lessons** (Icon: Clock)
- 3. Always COMMUNICATE in a respectful way. Never use racist, sexist, homophobic, disrespectful or foul language** (Icon: Speech bubbles)
- 4. Ensure that we treat everybody FAIRLY and EQUALLY** (Icon: Thumbs up)
- 5. Keep ourselves and peers SAFE at all times and report to a member of staff if we think that somebody is behaving in a way which is not safe** (Icon: Hand with open palm)
- 6. Use ICT RESPONSIBLY** (Icon: Power button)
- 7. Wear a CYCLE HELMET when travelling to school by bicycle** (Icon: Bicycle helmet)
- 8. Look after our learning ENVIRONMENT by helping to keep the classrooms and playgrounds tidy** (Icon: Trash bin)
- 9. Ensure that all PERSONAL ELECTRONIC DEVICES are switched off and in our bag during lesson time** (Icon: Smartphone)
- 10. Conduct ourselves well in the COMMUNITY whilst travelling to and from school** (Icon: Location pin)

Rewards

Our aim is to promote positive conduct and learning. We have a clear system of rewards to ensure we notice and recognise the efforts of all students especially when they are doing particularly well. Students are rewarded for good work, progress, attendance and acts of kindness as well as achieving targets in different aspects of school life. There are a range of rewards at Fullbrook including verbal praise, merits, milestones and awards made termly in celebration assemblies.

Rewards Explained

Merit Descriptors...

Verbal Praise		
All staff regularly use verbal praise to recognise achievements and to encourage and motivate students.		
No. Merits	Description	Examples of how to achieve merits
1 Merit	Single Merits For a spontaneous act of courtesy or assistance For a praiseworthy act or comment	<ul style="list-style-type: none"> For answering a question well in class Being helpful to a member of staff For looking after a peer Register monitor Individual kindness in a lesson/helping other students in class
3 Merits	Triple Merits For working well in a lesson or at home	<ul style="list-style-type: none"> For submitting a good piece of homework For completing a good piece of classwork For meeting targets agreed with tutor/class teacher Successful presentation work
5 Merits	Extra Effort Merits For more than the expected effort in any area of school life	<ul style="list-style-type: none"> Commitment to enrichment activities over a half term Excellent homework project Progress in focus groups For supporting a member of staff creating a display for learning/project
10 Merits	Special Award Merits For sustained effort or progress over a half term Recognition of contribution to the school	<ul style="list-style-type: none"> 100% attendance over a term Acting as an ambassador for the school e.g. Year 5 ambassador, Careers ambassador, Sports leader, MCC leader, School Council, literacy leader etc. No red IRIS slips over a half term

Milestones...

Milestones	No of Merits	Prize
Letter of achievement from HOL	50 merits	Letter of achievement from HOL
Bronze Award	150 merits	Postcard Home
Silver Award	300 merits	Postcard Home
Gold Award	450 merits	Postcard Home + Skip the Lunch Queue Pass for 1 day
Platinum Award	600 merits	Postcard Home + Skip the lunch queue pass for 1 cycle

Set Awards for Celebration Assemblies...

Most Progress	1 boy and 1 girl based on data	(£5 voucher each of their choice)
100% Attendance	Individual names in a draw	Experience Gift
Self Management Award (no IRIS slips that term for missing deadlines/ lack of equipment etc)	Individual names in a draw	Experience Gift
Participation Award (students who have taken part in extra-curricular)	Individual names in a draw	Experience Gift
No Red Slips	Individual names in a draw	Experience Gift
Tutor Group with the Most Merits	Based on IRIS	Box of Chocolates
MCC Quiz Winners	Based on results	Trophy/ Wooden Spoon
Contribution to Tutor Time Award	Nominated by Tutors	Tutor to read out a short paragraph about the student
Special Award To be awarded in assemblies to recognise overall effort, success, progress or commitment in areas of school life. This award will only be made to students who have met their target grade, have outstanding attendance and punctuality, all positive attitude, No red IRIS and who contribute to enrichment		

(Note : The 3 merit payment system is no longer being used)

Rewards are also given through the House System for the following:

- 30 Merits = 1 house point
- 40 healthy eating points = 1 house point
- Attendance at and participation in clubs and enrichment activities = 1 house point
- Attendance – reaching the termly attendance target = 1 house point
- Participation in house competitions and events = 1 house point

Faculties also reward students through:

- The merits system
- Postcards home
- Letters of congratulations
- Prizes presented at events awarded at the end of key stages 3, 4 & 5

Tutors reward students through

- The merits system
- Stickers for attendance and PLTS skills

Sanctions

1. Warnings

- Verbal (ideally with an explanation and/or advice)
- Yellow Slip (for non-subject-based misdemeanours)
- Student asked to come back briefly after school for teacher to speak with student (reminder may be written in record book)

2. Contact home

- After School Advisory Session (ASAS) written in the record book may be given when warnings have failed for a specific misdemeanour. (Up to 30mins to facilitate necessary Restorative conversations, recorded in record book but does not go on permanent record). Note: If this is longer than 10 minutes, 24hrs notice is given.
- E-mail 'Alerts' may be sent home explaining the concern

3. Detention (up to 1 hour)

- for repeated level 2 or more serious misdemeanours, students may be detained after school for 30 minutes or 1hour. This goes on permanent record.

4. Detention (up to 2hrs) and Saturday Detention (2hrs)

- Repeated level 3 misdemeanours
 - Failure to attend Detention at level 3 above
 - Truancing 1 or 2 periods
 - Being with smokers
 - 5 Yellow Slips in a term
 - Not submitting coursework or homework even after being set detentions from the class teacher and the head of faculty (Saturday detention).
 - Other serious incidents
- Students may be detained for 1hr 30mins or 2hours. This goes on permanent record

5a. Internal Exclusion (up to a max. 5.30pm, or Staggered Start day from 2-7pm)

- Repeated level 4 misdemeanours
- Very serious or persistent misdemeanours (including smoking on the school site or in the vicinity of the school)
- Students are sanctioned with a staggered start day if Saturday detentions are missed without good reason.

6. Exclusion from school

- Extremely serious misdemeanours
- Persistently failing to follow The Fullbrook Way

Confiscation of Items

Prohibited items, that is: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property will be confiscated.

A decision will be made on a case by case basis about what to do with prohibited items including possible referral to the police.

Other items, if they are not used according to school policy e.g. personal electronic devices, or disallowed items of clothing etc, will be confiscated.

Confiscated items will be retained or disposed of as a punishment. The law protects the school from liability for damage to, or loss of, any confiscated items.(Section 91 of the Education and Inspections Act 2006).

In general, confiscated items that are not on the prohibited items list will be available for collection by students from reception at the end of the school day. If this occurs repeatedly, parents/carers will be asked to come to collect the confiscated item and the school will ask that the item remains with the parent/carer. If the student persists in bringing the item to school

following this, the school will retain the item. (Specific procedures apply to personal electronic devices. See below)

Restaurant Ban and Restaurant Community Service

Where misdemeanours have been committed during break or lunchtime in the restaurant, up to 5 days ban for use of the restaurant can be given. Students will also spend some of their lunchtime helping to keep the canteen tidy.

A Tariff of sanctions can be seen in Appendix A

Sanctions Explained:

ASAS (After School Advisory Session)

This sanction is used for lesser misdemeanours to ensure that the issue does not reoccur. Staff record the ASAS in the student record book and a student is required to report to the member of staff at the correct time, for up to 30 minutes to discuss in a restorative way how they will ensure the issue does not reoccur. Parental notice is given for an ASAS via the student record book. This does not go onto a student's permanent record; this is an off the record sanction to provide students with support. (Not recorded on IRIS). A 10 minute ASAS can be set for a student on the same day without notice. However, Fullbrook staff exercise good judgement as to whether this is appropriate and/or whether this could lead to further conflict; it may be that in some cases staff decide to give 24 hrs notice for an ASAS to allow a cooling-off period.

Detention

Detentions usually take place at the end of the school day. Students are informed of this a day in advance during tutor time, when they receive a slip which they copy into their record book. Detentions are usually held by the subject teacher who has set them. On Friday a whole school detention takes place for persistent non compliance of school rules. (Further guidance on this is available for staff). Detentions may be held at lunch time and break time at the discretion of the member of staff. There are four types of detention

- Up to 2hr detention – set by staff and recorded on student's permanent record. (These detentions can be ½ hr, 1 hr, 1 ½ hrs or 2 hrs at staff discretion.)
- 2hr Head of Faculty or Head of Learning detention – Set by HOF or HOL and recorded on student's permanent record.
- 2hr Senior staff detention – set by senior staff and recorded on student's permanent record.
- Saturday morning detention – 2 hours set by the Head of faculty for students who have not submitted coursework or homework even after detentions with the class teacher and the head of faculty have been set. Four days notice of this is given.

DFE statutory guidance on detentions allows for same day no notice detention to be given. (Behaviour and Discipline in Schools: A Guide for Head Teachers and School Staff 2012 paragraph 26 www.education.gov.uk) At Fullbrook we understand that, apart from an ASAS for a short period of time, parents/carers may be worried if a student does not return home as expected. Currently, Fullbrook does not use No Notice detentions other than the ASAS, but the school reserves the right to review this at any time. Parents/carers will be informed if any change in the policy were to occur.

Inclusion

The use of the internal exclusion room is to maintain and continue the education of the pupil whilst giving a sanction for his/her actions.

SLT or Heads of Learning may decide that a pupil needs to be internally excluded for a day or days following poor conduct which has affected the education of others or another type of behaviour considered serious enough to warrant use of internal exclusion. (See Sanctions above). Teachers will ensure that there is work given and the staff supervising ensure this is given to the student. The length of time for internal exclusion will be decided by SLT and HOLs. The Internal Exclusion is recorded on the student's permanent record and on the inclusion log.

Parents should provide packed lunch for days a student is in the inclusion room. Students without lunch or who have free school meals will be accompanied to the restaurant outside normal lunch times and will be expected to purchase take away items (e.g. sandwiches) only. Parents are informed of an internal exclusion is felt appropriate.

The student will also complete restorative work during their time in the inclusion room focused on ensuring they understand why they are there and what they can do to prevent the situation happening again. (Fullbrook's policy regarding the inclusion room is in Appendix B)

A student may also be isolated if a serious incident has occurred in order that an investigation can take place. During this time a student is asked to write a statement about the incident and to reflect on why they think it occurred. Depending on the length of time the investigation takes, they will then be provided with work until a decision has been taken about a sanction or they are returned to lessons

Inclusion : Extended Day

To try to reduce the use of fixed term exclusion, an extended day can be used to sanction a student. This consists of a day in the inclusion room and further isolation until 5.15pm. (This may be reduced at the school's discretion). This is equivalent to a fixed term exclusion but enables a formal exclusion to be kept off the student's record. Regulations as for inclusion (above) apply. Parents are given 24hrs notice of an extended day.

Isolation : Staggered Start Day

In some circumstances, if a very serious misdemeanour has occurred or a situation has escalated beyond the use of the extended day, a student will have to start school at 2pm and remain on site till 7pm working in isolation. This is equivalent to a fixed term exclusion but enables a formal exclusion to be kept off the student's record. Regulations as for inclusion (above) apply. Parents are given 24hrs notice of a staggered start day.

Exclusion

Decisions to exclude are not taken lightly and can only be authorised by the Principal. Parents are informed by telephone call and letter which clarifies the School's position, the reason/s for exclusion and the period for which their child is expected to be away from School. In the case of an external exclusion, parents/carers have a right of appeal and are provided with additional information regarding this process should they choose to pursue this course of action. During a period of exclusion, work will be sent home for the student to complete. Fullbrook has an Exclusions Policy which is separate to this Conduct Policy document. (See Appendix D)

Smoking

Smoking is against the law in public buildings. Students caught smoking on site, will automatically be sanctioned, in the first instance, with 2 extended days. Smoking in the vicinity is treated in the same way as smoking on site because it brings the school into disrepute. (Fullbrook has a separate Drugs Policy which deals with student health and well-being in relation to all types of drugs and alcohol. This is available via the school website on www.fullbrook.surrey.sch.uk).

Bullying

- All forms of bullying are considered to be a very serious issue. Any form of bullying, (physical or verbal) is totally unacceptable in our school.
- The incident will be recorded as one of bullying and will go on a student's IRIS record.
- A Restorative Justice discussion will be offered to both the victim and the bully.
- Repeated bullying will result in parents/carers being informed and could ultimately lead to a short term exclusion.
- A system of three levels of bullying awareness slips (orange) may be used when dealing with instances of bullying. This involves students signing to acknowledge their awareness of the seriousness of their behaviour. At level 3 this will also involve parents.
- Fullbrook has an Anti-Bullying Policy which is separate to this Behaviour Policy document. (This was updated for September 2012 in line with DfE Statutory guidelines and is available via the school website on www.fullbrook.surrey.sch.uk)

Racism

- Racist remarks will be recorded in the 'Racist Incidents Log'
- The Log is monitored by SLT
- All incidents will be reported to the Local Authority via the annual data collection system
- Incidents of racism are sanctioned according to their severity.

Personal Electronic Devices (PED)

While Fullbrook recognises the need for mobile phones for security reasons and acknowledges the usefulness of MP3 players and other hand held electronic devices while outside school buildings, these are to be turned off and put away in bags while students are learning. They should not be taken out during lessons unless directly instructed by a member of staff for education purposes. This will be indicated by PED in a circle on the board.

Lesson time is considered to be any time during a lesson session even if the student is not in the classroom (e.g. if the student is late for a lesson and is using a PED in the corridor), the time when a student is lining up for a lesson and during tutor time.

For health and safety reasons, students are asked not to use their PED except when they are outside building to avoid corridor collisions. Students who are found to have a PED out in a corridor outside lesson time (break or lunchtime) will be issued with a yellow slip (See below).

Parents can support this policy by reinforcing it with students and, should parents need to contact their child during lesson time, to only do so by contacting the school office.

Should a student not adhere to this policy their PED will be confiscated. Students can collect confiscated items at the end of the school day. If this occurs a second time, parents will be asked to collect the PED on the student's behalf. Should this not resolve the issue and the PED is confiscated a third time, the student will not be allowed to bring a PED onto site at all for the remainder of the academic year.

In this situation, if parents require the student to have their mobile phone for safety reasons while travelling to and from school arrangements will be made for the device to be left at reception by the student before registration in the morning and then collected at 3.15pm each day. The device will be locked in the school safe during the day. It is the student's responsibility to ensure that this is adhered to. If not, the school reserves the right to ban the student from having the device in any circumstances.

Fullbrook does not take responsibility for lost, damaged or missing electronic items.

Behaviour outside lessons (Yellow Slips)

There is a system of duty staff at break and lunchtimes to supervise students ensuring their safety and well-being. Duty staff can apply the same rewards and sanctions as in lessons.

For non subject based misdemeanours a yellow slip is completed for the following:

- Incorrect appearance (uniform, hair etc)
- Chewing gum
- Being out of bounds (in the wrong place)
- Using PEDs in corridors outside lesson time
- Dropping litter
- Having food/drink outside designated areas
- Poor behaviour

When 3 yellow slip have been received by a student in a term, an alert is sent home. When 5 yellow slips have been received in a term a 2hr whole school detention is set.

Behaviour off the school site

The Fullbrook Way applies to students on site during the school day, while they are on educational trips or visits, while they are travelling to and from school, and if they are clearly identifiable as belonging to the Fullbrook school community (e.g. in uniform).

Further Information

Further information about the legal background to sanctions in schools can be found on the Department for Education website <http://www.education.gov.uk>

Supporting Students' Behaviour for Learning

We know that effective teaching and learning are most likely to take place in orderly classes with well-behaved students, but that students need support to help them understand how they fit into their classes, the school and the wider community. Students often have good self discipline, but, where this is not the case, behaviour for learning can be developed to ensure that all students reach their potential (see Behaviour for Learning Policy).

At Fullbrook we work with students to ensure they develop and progress to be good self managers who are ready to take advantage of learning opportunities on a day to day basis. To help students develop good behaviour for learning strategies and to support the orderly running of the school we use the following systems:

Senior Team Walkabout

During the school day the Senior Team circulate around the school in and out of lessons, looking at students' work and praising where students are doing well. Two members of the Senior Team will be on walkabout at any given time. (The Senior Team Walkabout is made up of staff from Senior Leadership Team, Heads of Learning s and HOFs)

Students who are doing well in lessons will be recognised by the Senior Team for their hard work and effort. Students who are not meeting behaviour expectations can be sent out by the teacher with the Senior Team Walkabout onto shadow timetable or to a specific room allocated for the purpose. A student who has been removed by Senior Team Walkabout will complete a student feedback sheet designed to help them understand why their behaviour was not appropriate, the impact their behaviour was having and what they can do to behave better next time. The incident will be logged in IRIS by the class teacher and a sanction issued.

Data on students removed from lessons will be recorded by the Senior Team Walkabout and this will be followed up each day by HOLs and HOFs to ensure the incident is appropriately sanctioned and parents are informed.

Data on students removed from lessons by the Senior Team Walkabout will be analysed weekly and the data used to target Senior Team members on Walkabout to specific areas in the school at times that the data shows students need more support with their behaviour.

Information gained from Senior Team Walkabout will be discussed with HOFs fortnightly to develop behaviour for learning in each faculty. The use of the Learning Support Differentiation Co-ordinator will be targeted using this information and the discussions with HOFs. (Subject to availability)

This system not only sanctions student behaviour but helps them find a way back into the lesson from which they were removed. It also supports staff to meet students' needs, deliver outstanding lessons and provide input where required to support development on behaviour management. The system invests in all involved to generate a cycle of improvement. (See Appendix C for further details)

The Student Support, Achievement and Tutoring System

Fullbrook's pastoral structure or Student Support, Achievement and Tutoring System has been constructed to achieve the following aims:

- Smaller tutor groups
- A human scale feel
- Tutors and Heads of Learning who know their groups better
- Personalised tutoring for learning
- Cross age family ethos with specialisation for Year 7 and 11

Our innovative structure enables tutors to provide more support for students in their groups to help them reach their academic targets and set and achieve personal goals so that they can

progress through Fullbrook developing the skills they need to leave Fullbrook ready to be successful global citizens. The tutor programme is designed to meet students' needs.

The House System

All Fullbrook students and staff are a member of one of the six houses. The House System aims to:

1. develop a sense of belonging and community within a safe environment
2. enrich every student's experience of school life
3. encourage enjoyable and healthy participation

Through healthy participation in house activities, students develop self esteem, self worth and a greater sense of community all of which contribute to even better behaviour for learning.

Citizenship Lessons

At Fullbrook, the Citizenship programme also covers Personal, Social, Health and Economic Education (PSHEE) and Careers advice and guidance. The programme helps students learn about the world around them and their place in it, explore ideas and help them to define their personal goals for the future. All these things help provide students with skills and motivation to success in the rest of their school life.

Student Voice

All students get the chance to express their views about life at Fullbrook through specific feedback times in the tutor programme on a fortnightly basis, meetings with senior leaders and through the tutor reps, year reps and school council reps. Knowing their views are valued, and being consulted on changes in the school helps students to feel part of the Fullbrook school community and so achieve better within it.

IRIS Behaviour Management System

IRIS is Fullbrook's online behaviour recording system. IRIS stores information about incidents of positive and negative behaviour. From September 2012 all students are provided with a username and password to access their own IRIS records so that they can monitor the merit rewards they are receiving and see any incidents that may have been recorded.

By enabling students to monitor their own behaviour records, students are supported in the management of their own behaviour and achievements. Access to the IRIS Behaviour Management System will give students up to date information about rewards and sanctions so they can have learning conversations with their tutor about their progress across the school. This access also helps students organise themselves if they were to have any detentions.

Restorative Approaches

Restorative approaches to behaviour are used in Fullbrook and are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Restorative approaches to behaviour puts repairing the harm done to relationships and people above assigning blame. It does not rule out sanctions, but recognises that sanctions alone do not always work.

The restorative approach is based around five main themes:

Theme 1: Unique and equally valued perspectives

Theme 2: Thoughts influence emotions and emotions influence subsequent actions

Theme 3: Empathy and consideration for others

Theme 4: Identifying needs then identifying strategies to meet these needs

Theme 5: Trust and empowerment

The school has a Restorative Approaches Co-ordinator who has been trained in Restorative Justice and who works with students referred to the inclusion room to help them develop strategies to improve their behaviour and help reduce recurrence of the behaviour that caused the sanction to be applied. The Restorative Justice Co-ordinator also works with specific students referred by the Heads of Learning, Heads of Faculty or SLT.

(For Restorative Approach Procedures for staff, please see Staff shared area)

Accelerated Learning Tutor Group

In some cases students can find it very difficult to manage their own behaviour in a school environment. Where students persistently re-offend and all the procedures in this behaviour policy have been applied but the student is not able to successfully show progress in improving their behaviour, they will be invited to join the Accelerated Learning Group (ALG).

This group has a maximum of 12 students in it at any one time, from years 7-10. They have a specially trained tutor working alongside them.

Students meet together in tutor time to work on a programme designed to help them meet their own individual goals so that they can learn skills to help them manage their conduct so that they can better access learning.

Students in ALG are closely monitored by means of a report to be filled in by each teacher they have lessons with and their tutor. Students will be able to achieve 5 points each lesson based on the following

O	-Objectives	-Have the lesson objectives been met?
P	-Participation	-Has the student actively participated in the lesson?
Q	-Quality of Work	-Is the quality of work completed as expected for the student, have they worked to their full potential?
R	-Respect	-Has the student show respect to others?
S	-Self Evaluation	-Is the student able to reflect on their own learning, behaviour and progress?

The ALG tutor contacts home for every student every night to report on successes and to discuss any incidents that may have been reported by staff during the day. The ALG tutor closely monitors IRIS for these students to see their merits and any incidents recorded. ALG is based on a close working relationship between the tutor and other support staff, the student and the home.

If a student is identified as requiring the support of ALG, in accordance with statutory guidance (Behaviour and discipline in schools : Guidance for governing bodies 2012 www.education.gov.uk) a multi agency assessment will be considered for the student as well to see if there are further ways the student can be supported.

When students meet their goals they leave ALG, returning to their usual tutor group. Numbers in the group are fluid. At some times in the year the group may not operate at all.

Supporting Staff

INSET and CPD

Staff are provided with the following training throughout the year

- Restorative Justice training
- Safeguarding and Child Protection training
- INSET on use of the Senior Team Walkabout service
- CPD in faculties to develop classroom management to even higher levels based on information from SLT Walkabouts and discussions with HOFs:
 - Behaviour management training for groups of staff (not blanket for all which can be annoying)
 - Groups in faculties working on scenarios to share good practice and ideas on dealing with behaviours in different situations
 - Request support form SLT to run a group session
 - Work with a specific member of staff to develop implement and evaluate behaviour management strategies
 - Request SLT to do intensive work with a member of staff
 - Examine curriculum to ensure differentiation to meet student's needs
 - Share ideas to ensure delivery of more Good and Outstanding lessons

Inclusion Forum

The Inclusion Forum is scheduled for Heads of Learning and internal intervention service providers (e.g. EWO and Restorative Approaches Co-ordinator) to meet half termly. This forms a hub of interventions and provisions for students with behaviour needs.

IRIS behaviour Management System

IRIS is Fullbrook's online behaviour management system. Staff use the system to record positive and negative incidents. The system provides tools to help analyse behaviour in school, to refer students to Heads of Learning and to aid tutors in supporting students in their tutor group. (There are separate documents on how to use the IRIS behaviour management system on the VLE for staff and on the parent portal and website for parents. www.fullbrook.surrey.sch.uk)

Feedback to Staff

Where incidents are escalated beyond a level 3, to be dealt with by HOFs, HOLS or SLT, the member of staff who deals with the incident will report back to the member of staff so that they are aware of action taken. (This is available to staff through the follow-up section on IRIS)

Use of Reasonable Force

At Fullbrook there are very few circumstances where the use of reasonable force is required, however it is good practice to set out when reasonable force might be used in this policy.

All staff have the legal power to use reasonable force. The Principal will always support a member of staff who has taken the professional decision to use force reasonable in the circumstances.

Reasonable force may be used for control or restraint

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable force can be used to **prevent pupils from hurting themselves or others, from damaging property or from causing disorder.**

Any decision to use reasonable force will take into account the individual circumstances including the legal duty to make adjustments for disabled students and students with special educational needs.

Handling allegations of abuse against teachers and other staff

Allegations of abuse are taken seriously, and Fullbrook would always try to ensure allegations are dealt with quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Students who are found to have made malicious accusations against school staff are likely to have breached school conduct policies. The school will therefore consider whether to apply an appropriate sanction, which could 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). This will always be decided on a case by case basis.

Fullbrook has a separate policy for dealing with allegations of abuse against teachers and other staff. This can be viewed on the school website at www.fullbrook.surrey.sch.uk

Supporting Parents and Carers

Fullbrook and Parents/Carers

We work to ensure that an effective partnership exists between the school and parents/carers.

Parents/carers can contact their child's class tutor or individual subject teacher and we will do our best to reply as soon as our teaching and administrative commitments allow. We always want to know about life events at home, which might affect the children in School and help us to understand their behaviour more. To this end we believe that we can only successfully reach out to the pupils in our care when a relationship exists between parents/carers, other agencies (where relevant) and ourselves.

Schools are required to have, and to ask parents to sign, a home-school agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. The Fullbrook home-school agreement is provided to and signed by all parents when students join the school in year 7. A copy of the home school agreement is available from the school website at www.fullbrook.surrey.sch.uk

IRIS Behaviour Management System

IRIS is Fullbrook's online behaviour recording system. IRIS stores information about incidents of positive and negative behaviour. All parents/carers of students at Fullbrook can have an individual logon to the IRIS system so that all positive and negative behaviour incidents recorded by staff can be viewed from wherever parents/carers have access to an Internet connection

We believe that parents/carers can support their child's education by being aware of their successes and reinforcing the positives. Where incidents of poor conduct or work are recorded, parents and guardians can help support staff by monitoring behaviour and reinforcing expectations for maintaining a purposeful and productive approach to school life.

Fullbrook Parent Voice

The Fullbrook Parent Voice is an innovative support group committed to involving and broadening parent communication and involvement within Fullbrook and to promoting the school's values. Any parent can be involved with the FPV or take part in events organised by them for example:

- Understanding your teenager
- Internet Access and Child Protection
- Supporting students in Key Stage 4 to achieve their very best

They can be contacted on parentsvoices@fullbrook.surrey.sch.uk

Eikon

Eikon is a charitable organisation which supports young people in Surrey. They work closely with Fullbrook and provide transition support for students in our feeder primary schools which continues here at Fullbrook. Eikon's vision is to transform the futures of young people by providing support and challenging activities through their pivotal teenage years. Students are also able to refer themselves to Eikon for support if they wish. (Eikon's website can be viewed at www.eikon.org.uk).

Policy Formulation

This policy was written by the Principal in consultation with the Leadership Team and contributions from:

- Teaching Staff and Teaching Assistants
- Students
- Governors
- Parents/Carers

Monitoring and Reviewing the Policy

This policy is intended to be an evolving, consultative document and will be reviewed annually.

Policy date: January 2016

Next review due: January 2017

Appendix A : Sanction Tariff

Category	IRIS categories of behaviour	IRIS sanctions available at this level	Other sanctions available at this level	Who?
1	Bad language (overheard)	Verbal warning and advice (Will not normally be entered on IRIS unless the incident is to be formally recorded)	Brief chat after school Litter duty Stand outside classroom for a few minutes Yellow slip	Tutor Support/ associate staff Teacher/HLTA Duty staff
1	Chewing/dropping gum (Yellow slip)			
1	Dropping litter (Yellow slip)			
1	Eating/drinking in wrong place (Yellow slip)			
1	Failure to return book or loan/outstanding fine			
1	Jewellery (Yellow slip)			
1	Lack of books/equipment			
1	Late			
1	Makeup (Yellow slip)			
1	Minor disruption/unacceptable behaviour in lesson			
1	Minor infringement of exam procedures			
1	Wrong place (Yellow slip)			
1	Personal Electronic Device out in corridor (Yellow slip)			
1	Poor effort/attitude with classwork			
1	Poor effort/attitude with homework			
1	Unacceptable behaviour (outside lesson) (Yellow slip)			
1	Uniform (Yellow slip)			

Category	IRIS categories of behaviour	IRIS sanctions available at this level	Other sanctions available at this level	Who?
2	Continued type 1 behaviour	<u>Letter/e-mail sent home</u>	Report to tutor	Teacher/HLTA
2	Failure to submit coursework on time	Attendance alert	ASAS (up to 30 mins, not recorded on IRIS)	Tutor
2	Harassing another student	Coursework alert	Report to subject leader	LSA
2	Infringement of exam procedures	Equipment alert		
2	Lack of progress due to poor effort in class	Punctuality alert		
2	Lack of progress due to poor homework effort	Subject alert		
2	Lack of progress/easily distracted	Too many detentions alert		
2	No ingredients for Food Technology	Uniform alert		
2	No PE Kit	Yellow slips alert x3		
2	No record book after one day grace period			
2	Persistent disruption in class	Put on subject report		
2	Persistent lack of books/equipment	Put on full report		
2	Persistent poor behaviour in class			
2	Poor behaviour			
2	Yellow slip warnings X3			

Category	IRIS categories of behaviour	IRIS sanctions available at this level	Other sanctions available at this level	Who?	
3	Abuse of canteen facilities	Restaurant ban & community service	Lunchtime detention	SLT Tutor SL HOF HOL Teacher/HLTA	
3	Aggressive behaviour	Placed on shadow timetable Removed by SL/HOF Detention 1/2rh Detention 1hr			
3	Arguing with staff				
3	Continued type 2 behaviour				
3	Failure to follow instructions				
3	Leaving without permission				
3	Missing a learning support lesson				
3	Missing an ASAS				
3	Misuse of ICT network				
3	Misuse or damage to equipment/graffiti				Student pays for repair
3	Not following instructions				
3	Personal electronic device out in a lesson	Confiscated PED			
3	Poor behaviour	Withdrawal of bike permit			
3	Possession or use of stink bombs				
3	Repeated disruption of a lesson				
3	Repeated failure to submit homework				
3	Repeated failure to wear bike helmet				
3	Rudeness to staff				
3	Serious repeated disruption of formal assessment/exam/test				
3	Throwing objects dangerously				
3	Verbal abuse of a student				
3	Walking away whilst being spoken to				
3	Water fight				

Category	IRIS categories of behaviour	IRIS sanctions available at this level	Other sanctions available at this level	Who?
4	Blatantly with smokers, Possession of smoking materials	Detention 1 1/2 hrs	Report to HOL	Teacher/HLTA
4	Disruption of formal exam/test	Detention 2hrs	Lunchtime isolation	HOF/SL
4	Entering the inclusion room without permission	HOF Detention 2 hrs	Phone call home	HOF
4	Extreme haircut	HOL Detention 2hrs	Subject report to HOF	HOL
4	Homework	SLT detention 2hrs		SLT
4	Missed a staff detention	Referred to Subject Leader/HOF		
4	Missed a whole school detention	Referred to HOL		
4	Not following reporting procedures	Subject Isolation		
4	Persistent poor behaviour			
4	Removed by Senior Team Walkabout	Removed from Lesson Alert		
4	Repeated failure to follow instructions			
4	Repeated type 3 behaviour			
4	Serious type 3 behaviour			
4	Swearing in conversation with staff			
4	Truancy (1 or 2 periods)			
4	Truancy (Registration/Tutor time)			
4	Unacceptable uniform			
4	Very poor behaviour			
4	Yellow slip warnings X5			

DfE Code	Category	IRIS categories of behaviour	IRIS sanctions available at this level	Other sanctions available at this level	Who?
DA	5	Possession of drugs			
RA	5	Racial/religious abuse			
	5	Repeated type 4 behaviour			
	5	Serious repeated disruption of formal exam/test			
	5	Serious type 4 behaviour			
DM	5	Setting off fireworks/arson etc			
OT	5	Setting off the fire alarm			
	5	Smoking on the school premises or in the vicinity (thus bringing the school into disrepute)			
VA/VP	5	Swearing at staff			
TH	5	Theft			
VA	5	Threatening behaviour			
	5	Truancy			
DA	5	Under the influence of alcohol/drugs			
PP	5	Violent or aggressive behaviour towards a student			

DB	6	Bringing the school into disrepute	Exclusion : Fixed term Exclusion : Permanent		SLT Principal
PA	6	Physical assault on staff			
DA	6	Providing drugs/alcohol for others			
DB	6	Serious or repeated type 5 behaviour			
PP	6	Serious physical assault			
SM	6	Serious sexual misconduct			
VP/VA	6	Threatening behaviour with a dangerous weapon			

Key: Sanctions which are specific to a certain behaviour are highlighted in grey.

This sanctions tariff is to be used as a guideline only. As a community we recognise exceptional circumstances prevail for some students in some situations. Each case is treated individually and the student's record and circumstances taken into account.

Items with a DFE code are DFE reasons for exclusion. The key is below. While school may choose to exclude for incidents at level 5, Fullbrook prefers to try to keep exclusion off a student's record by applying one of the other sanctions at this level. Where incidents have occurred at level 6, it is most likely that exclusion will be used.

Code	Description	Includes:
PP	Physical Assault against pupil	Fighting, Violent behaviour, Wounding, Obstructing and jostling
PA	Physical assault against adult	Violent behaviour, Wounding, Obstructing and jostling
VP	Verbal abuse/ threatening behaviour against pupil	Threatened violence, Aggressive behaviour, Swearing, Homophobic abuse and harassment, Verbal intimidation, Carrying an offensive weapon
VA	Verbal abuse/ threatening behaviour against adult	Threatened violence, Aggressive behaviour, Swearing, Homophobic abuse and harassment, Verbal intimidation, Carrying an offensive weapon
BU	Bullying	Verbal bullying, physical bullying, homophobic bullying, Racist bullying.
RA	Racist abuse	Racist taunting and harassment, Derogatory racist statements, Swearing that can be related to behavioural characteristics, Racist bullying, racist graffiti
SM	Sexual misconduct	Sexual abuse, sexual assault, Sexual harassment, Lewd behaviour, Sexual bullying, Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs, Inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
DM	Damage	Vandalism, Arson, Graffiti
TH	Theft	Stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property
DB	Persistent disruptive behaviour	Challenging behaviour, Disobedience, Persistent violation of school rules
OT	Other	Includes incidents which are not covered by the categories above, but this category should be used sparingly.

Appendix B : The Inclusion Room

Analysis of use of the inclusion room shows that only using the inclusion room for consequences at Level 5 & 6 and using other consequences for repeatedly missing detentions given for incomplete work (e.g. asking parents in to work with their child in a 2hr session, introducing Saturday Morning detentions which staff will be paid to supervise), canteen thefts (restaurant bans and restaurant community service) and uniform, shoes and hair (Ask parents to rectify or to be done in school salon. Where this is not immediately rectifiable, common sense decisions will apply), will reduce numbers of places required in the inclusion room by 30%.

Data on the use of the inclusion room from 2010/11 shows that 85% of use of the inclusion room is for issues that occur outside lessons. Increased statutory duties from 4 to 5 per cycle will not only decrease the costs of paid duties required but also increase staff presence on site out of lesson times. This will reduce the number and escalation of these incidents.

This, combined with reduced need due to effective application of the Senior Team Walkabout for prevention of the escalation of poor behaviour and intervention in the form of increased lesson differentiation from the Learning Support Differentiation Co-ordinator will impact on the reduction of incidents in lessons which will mean the inclusion room places are in less demand than previously.

Inclusion room will be open 4 days a week, requiring 48 periods per cycle. This will be supervised, in the main, by the Inclusion room supervisor and then by those who are light on their timetable. All staff with timetable Inclusion room duty receive training on management of the Inclusion Room.

The Restorative Approaches Co-ordinator will have several lessons a week scheduled in the inclusion room to do restorative work with students in inclusion. This is designed to reduce reoffending rates and smoothly reintegrate students back to lessons. This will be followed up by observing students in the lessons where the incidents occurred that caused them to be in the inclusion room to help them implement strategies for good behaviour for learning.

Fullbrook aim to remove the need for the inclusion room through working towards a self disciplined community who all value good behaviour for learning.

Appendix C : Senior Team Walkabout

1. A Senior Team Walkabout (ST Walkabout) consists of a Senior member of staff (SLT, HOL, HOF) walking round specific areas in the school. These will be identified in priority order for each lesson, and will depend on data returned from use of the SLT Walkabout to remove students the previous week. Currently SSR is required to cover the whole school. In the ST Walkabout model, there will be two ST Walkabout staff to cover the site and each will have half the site to cover. Their half will have targeted areas and a specific order to visit based on returned data. The ST Walkabout will be focussing on learning and teaching and rewarding students who are doing well. They will award merits to students doing well via a merits sheet in the walkabout folder which will be transferred to IRIS by the IRIS Administrator. ST Walkabout carries a radio and can be contacted during their walkabout time.
2. Teachers use professional judgement and controlled escalation before deciding when to have a student removed from the lesson, using the controlled escalation process leading up to the statement "Are you refusing to follow my instructions" at which point the student would be sent out and the ST walkabout called for removal of the student. In addition:
 - a. When removed from a lesson, either send on shadow timetable OR taken to a specifically designated room (e.g. Lunchbox or meeting room in HOL office suite).(If there are a lot of students withdrawn, the 2 ST Walkabouts should co-ordinate to supervise the removed students in the timetabled room. If there are 1 or 2 students, they should go to the HOLs suite and both ST Walkabouts should continue walking their designated routes) the following is done:
 - o Staff member records the incident on a red slip in IRIS indicating why the students was removed, an appropriate sanction and that the student was removed by ST Walkabout
 - o Data concerning the student is recorded by the ST Walkabout on a sheet in the Walkabout folder and transferred to the central spreadsheet by the IRIS Administrator.
 - o Student completes a Student Feedback Sheet including the following:
 - i. Name Surname Year, Tutor
 - ii. Date, Period, subject, teacher
 - iii. What did you do to get sent out?
 - iv. Look at the copy of The Fullbrook Way – what rule did you break?
 - v. What learning activity were you working on when you got sent out?
 - vi. Why do you think the teacher needed to send you out?
 - vii. What can you do in the future to prevent yourself being sent out?

Tick box to be included, seen by HOL seen by HOF to track progress of the form.

Student Forms to be returned to IRIS Administrator for appropriate **electronic** distribution to HOFs or HOLS at the end of the day. If IRIS administrator sees a student has more than 1 removal, the information will go to the HOL. If only one removal then it will go to the HOF

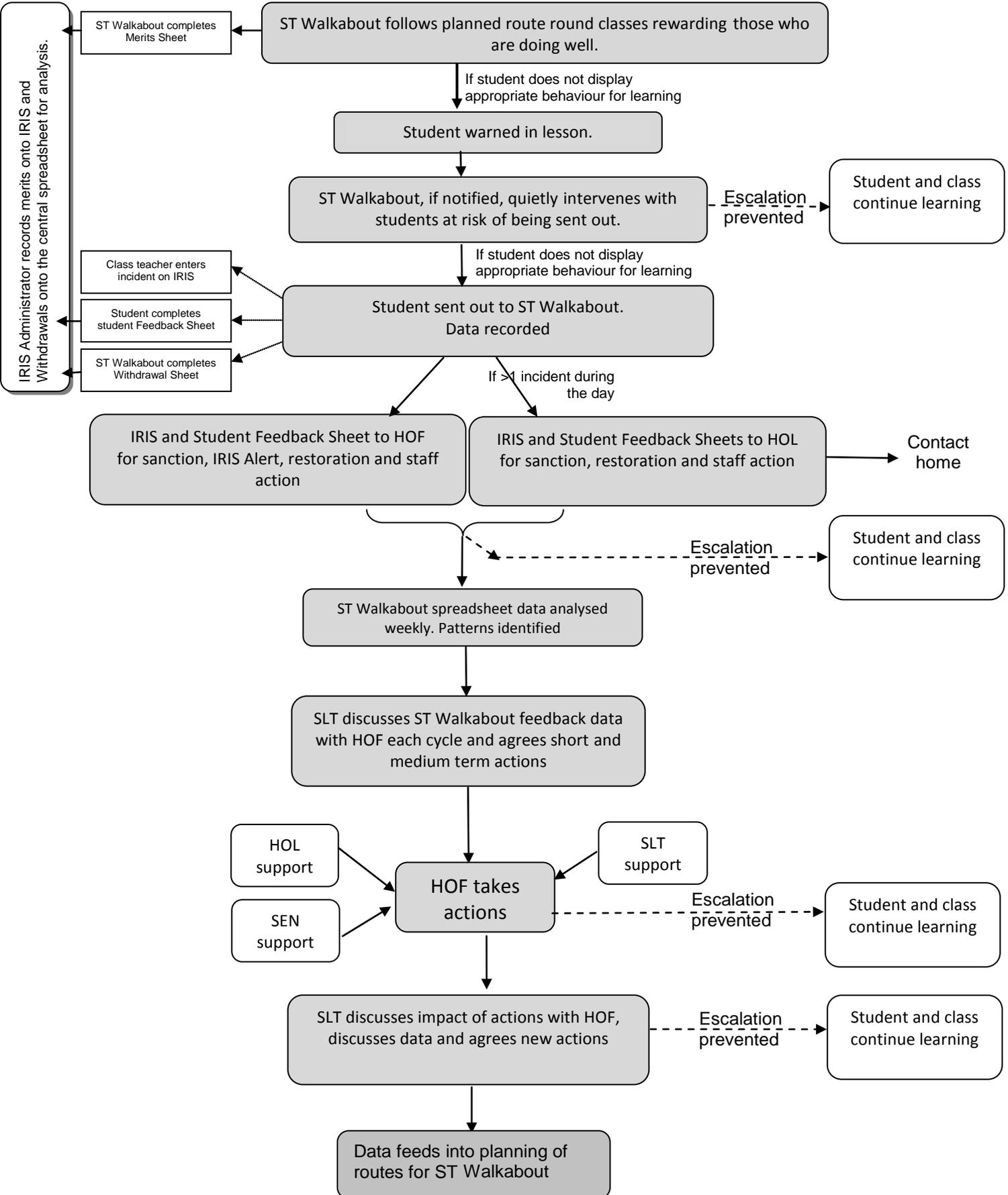
- b. HOF to use student sheet and the IRIS completed by the teacher to take appropriate action which will be recorded in the IRIS follow up section and to inform parents through the IRIS Alert ' removed by Senior Team Walkabout'
- c. If a student has more than one removal in a day, the HOL will see this from the student sheets and takes appropriate action. (See 4. Below)

(Initially the ST Walkabout will pick up all students sent out until there is sufficient data to react to appropriately.)

3. Student returns to their next lesson in the majority of cases. (This would be dependent on the incident causing the removal and will be dealt with on an individual basis as appropriate)
4. IRIS and student sheets used by HOL daily to inform parents that have not been informed by HOF that their child had to be taken out of a lesson by ST Walkabout. Initially this may also be via an IRIS alert which generates an e-mail/letter home issued by the IRIS Administrator. (See below) If the HOL judges it appropriate, or a serious incident has occurred, HOL will sanction appropriately and contact parents by phone to inform them of this. (If inclusion, extended day, staggered start day or exclusion results, appropriate procedures as previously described, are followed.)
5. Data is analysed on a weekly basis to pick up patterns e.g. target students, target areas in the school, target subjects. Anonymised data providing weekly trends is sent out each week to all staff so that they can see what the week was like, generating transparency and empowering staff to act in targeted areas. All ST Walkabouts will have access to the full operational details through a weekly IRIS download to a spreadsheet in the staff shared area and to the full analysis spreadsheet in the staff shared area.
6. This data is used to:
 - a. Discuss patterns with HOF in line management meetings cyclically. Through this issues are identified and short term strategies agreed to prevent reoccurrence. The success of the strategies are evaluated. Longer term requirements emerge from this and are then addressed appropriately. This discussion is a standing agenda item at each line management meeting.
 - b. Identify hot spots in the school where:
 - i. ST Walkabout presence in the corridors/room may alleviate/prevent problems
 - ii. HOF needs to do focussed work with a teacher – subject report, planning etc
 - iii. Subject area need to do some development work
 - iv. Whole faculty requires some development work
 - c. Identify students for appropriate restorative justice activities.
 - d. Identify if students' learning needs are being met and put in appropriate intervention to ensure staff can better meet student need.
7. ST Walkabout is 2 people per lesson.
8. As ST Walkabouts circulate round rooms rewarding effort and good behaviour, they check and speak to any students who may be in danger of being sent out to try to prevent this happening. (teachers appropriately indicate to the ST Walkabout if they wanted this done). The ST Walkabout returns to the room later to see how the student is getting on.
9. If there is a specific issue a faculty wishes to address, the HOF requests an ST Walkabout monitoring visit by e-mail labelled MONITORING VISIT REQUEST via the Pastoral deputy who will map this visit on the ST Walkabout plan for that lesson. Once this monitoring visit is complete, feedback is written by ST Walkabout in the ST Walkabout folder. HOF checks feedback given.

This is shown diagrammatically below.

Summary Diagram 1: Walkabout system



E-mail/letter informing parents of removal by ST Walkabout:

{STUDENT}

Dear Parents/Carers

This is to inform you that your {son/daughter} was removed from a {SUBJECT} lesson today as a result of {EVENT}. This behaviour is an infringement of the school's behaviour code, The Fullbrook Way.

Please encourage {STUDENT} to adhere to The Fullbrook Way as agreed when signing a copy of it in the Record Book. The Fullbrook Way was formulated by the student council to help the school run efficiently and to provide a mutually supportive atmosphere that will inspire achievement for all.

{STUDENT} will have been set a sanction by {his/her} class teacher or the Head of Faculty for {SUBJECT}. Please ensure {STUDENT} completes this sanction and discuss this situation with {him/her} so that {he/she} can rectify this matter and go on to achieve his/her full potential.

Should you have any concerns about this matter please contact {HOF Name} OR {HOL Name} about this matter.

Yours sincerely

Mrs K Moore
Vice Principal

Appendix D: Exclusion Policy

1. The Principal and governors regard decisions to exclude children as a very serious step. At all times other forms of sanction will be considered and appropriate external agencies will be consulted.
2. The process for excluding children will be as laid down in the Surrey County Council Exclusion Guidance for Surrey Schools.
3. All exclusions will be reported to the governing body.
4. As provided for in the Education Act exclusions may be permanent or for one or more fixed periods which may not exceed 45 days in any one year. Parents will be given full details of their rights in all cases of a student being excluded.
5. Every effort will be made to contact parents by phone as soon as the decision to exclude a child has been taken.
6. In considering the appropriateness of an exclusion the Principal will have regard for the advice in Government Guidance.
7. The safety of other children and staff and the maintenance of high standards of behaviour and discipline will be important factors in considering the action to be taken.
8. Whilst every case is treated on an individual basis the Principal will make every effort to ensure there is consistency of treatment of all children.
9. In matters where the school believes a criminal offence has taken place the Principal may contact the local police.
10. The school will, whenever the Principal deems it appropriate, use the internal and external provision as a way of not using official exclusions.

Appendix E : Behaviour Management Flow Chart

