



Conduct Policy

March 2020

Governors' Committee Responsible:
Governor Lead:
Nominated Lead Member of Staff:
Status & Review Cycle:
Next Review Date:

Culture & Safeguarding Committee
Mrs Kathryn Krynicki
Mr Shane Manley
Annual
March 2021

Outstanding conduct and safety is when:

1. Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
2. For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour
3. Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
4. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language
5. The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
6. Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
7. Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
8. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society

School Inspection Handbook, Ofsted. April 2018

9. "Parents, staff and pupils are unreservedly positive about both behaviour and safety".
10. "Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work".
11. "Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality."
12. "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".
13. "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:

“Pupils behave well and value the support which they receive from staff”.

“Pupils appreciate the concern that staff members have for their welfare and well-being”.

“There is a strong culture of vigilance and support for pupils’ health, welfare and well-being”.

Fullbrook School OfSTED Inspection Report, March 2017

“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.

- 1. Conduct Policy Principles**
- 2. Roles and Responsibilities**
 - (a) Governors**
 - (b) Principal**
 - (c) SLT**
 - (d) Heads of Learning**
 - (e) SENCO**
 - (f) Staff**
 - (g) Students**
 - (h) Parents/Guardians/Carers**
- 3. Achieving High Standards of Behaviour**
 - (a) Teacher's Powers**
 - (b) Code of Conduct – The Fullbrook Way**
 - (c) The Fullbrook Way Poster format**
 - (d) Rewards**
 - (e) Behaviours and Sanctions**
- 4. Sanctions Explained**
 - (a) W1 – W3**
 - (b) Detentions**
 - (c) Inclusion**
 - (d) Inclusion : Extended Day**
 - (e) Isolation : Staggered Start Day**
 - (f) Exclusion**
 - (g) Prohibited items**
 - (h) Smoking**
 - (i) Bullying**
 - (j) Prejudice related incidents**
 - (k) Restaurant Ban and Restaurant Community Service**
 - (l) Personal Electronic Devices (PEDs)**
 - (m) Behaviour during Unstructured time**
 - (n) Behaviour off the school site**
 - (o) Principles underpinning the use of force / restrictive physical intervention**
- 5. Supporting Students' Behaviour for Learning**
 - (a) Senior Leadership Team Walkabout**
 - (b) Student Support, Achievement and Tutoring System**
 - (c) The House System**
 - (d) DeepLearnign Days**
 - (e) Student Voice**
 - (f) PARS Behaviour Tracking System**
 - (g) Restorative Approaches**

6. Supporting Staff
(a) CPD and INSET

7. Supporting Parents/Carers
(a) Fullbrook and Parents and Carers
(b) PARS Behaviour Tracking System
(c) Fullbrook Parent Voice (FPV)
(d) Eikon

Policy Formulation

Monitoring and Reviewing the Policy

Appendix A : Classroom Warning System

Appendix B : Dfe Reasons for Exclusion Exclusion Policy

Appendix C : Exclusion Policy

Appendix D : Fullbrook Restrictive Physical Intervention Model

Appendix E : Behaviour Management Flow Chart

1. 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.

2. Roles and Responsibilities

2a. 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:

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

2b. Principal

- The Principal is responsible for determining the measures to be taken to meet the principles of the Behaviour Policy. The Principal will:
- Ensure the policy is implemented
- Report to Governors on its impact
- 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.
- Manage the exclusions process as necessary, in line with regulations.

2c. SLT responsibilities

- Support those they line manage to ensure fair application of the code of conduct policy.

2d. Heads of Learning

- To manage and lead the conduct of their year group in line with the code of conduct policy

2e. SENDCo

- Support the identification of children with special educational needs and is responsible for the day to day operation of the school's SEND policy. To liaise with school staff, other providers, outside agencies, educational psychologists and external agencies to provide best provision possible.

2f. 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.

2g. Students

- Students are expected to take responsibility for their own behaviour and attitude to learning and will be made fully aware of school policies and procedures to support them displaying excellent conduct in school.
- Students will continue to play a major role in shaping the policy through the tutor representation system, year representatives and School Council.
- All students will be clear about classroom, corridor and playground expectations presented in The Fullbrook Way and displayed around the building, the School's rewards and sanctions system, and their role in promoting the school's ethos by modelling high standards of behaviour within the school and wider community.
- Students also have a responsibility to ensure that incidents of disruption, peer on peer abuse, including physical abuse, sexual abuse, bullying, cyber bullying, sexting, hazing, prejudiced behaviour and any form of harassment are reported immediately.

2h. Parents, Guardians and Carers

- Parents, guardians and carers will take responsibility for the behaviour of their child both inside and outside of school.
- They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Parents will sign the *Home School Agreement* to indicate that they have understood the principles of the conduct policy and fully support the School in its implementation
- Parents, guardians and carers will contribute to the policy by their representation on the Governing Body. The school's conduct policy is available on the school website.
- Parents, guardians 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.

It is everyone's responsibility to support students with Special Educational Needs and Disabilities, to manage their conduct in line with the code of conduct policy and to support all Fullbrook staff to understand the application of the Code of Conduct Policy for this cohort of students.

3. 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.
 - Safeguarding Children and Child Protection
 - Anti Bullying
 - The Single Equality Policy

These policies are all available on the school website www.fullbrook.surrey.sch.uk

3a. Teacher's Powers

Key Points

- Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006 and unamended by 2011 changes).
- The power also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on college visits.
- Teachers can also discipline students for misbehaviour outside school (even when they are not in the charge of a member of staff).
- Teachers have a specific legal power to impose detention outside school hours (see section on detention below).
- Teachers can confiscate students' property (refer to The Power to Search & Confiscation of Property Policy).

3b. Code of Conduct – The Fullbrook Way

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 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.

3c. The Fullbrook Way – Poster Format

The Fullbrook Way

- 1 Respect** 
Treat everyone with **respect**
- 2 Safe** 
Keep ourselves and others **safe** at all times
- 3 Environment** 
Value our **environment**
- 4 Learn** 
Allow everyone to **learn**
- 5 Right choice** 
Make the **right choice**



3d. 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 active learning behaviours known as “behaviour for learning”, completing good work, making progress, acts of kindness by helping other students 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 <ul style="list-style-type: none"> Demonstrating good behaviour for learning in class 	<ul style="list-style-type: none"> Answering a question well in class Helping a peer Good presentation
3 Merits	Triple Merits <ul style="list-style-type: none"> Demonstrating excellent behaviour for learning in class 	<ul style="list-style-type: none"> Completing an excellent piece of classwork Asking an excellent question/s
5/10 Merits	Special Award Merits <ul style="list-style-type: none"> Recognition of contribution to the school 	<ul style="list-style-type: none"> Responsibilities outside of lessons for example acting as an Ambassador for the school e.g. Year 9 Ambassador, Careers Ambassador, Sports Leader, School Council, Literacy Leader.
Growth Mindset Merits	Single/Triple <ul style="list-style-type: none"> Demonstrating outstanding effort and perserverance 	<ul style="list-style-type: none"> Always trying their hardest Not giving up on a task Finding solutions to problems Completing an excellent piece of homework

Merit 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

3d (ii) Rewards

At the end of each term, the Pastoral team will hold celebration assemblies to recognise the achievements of each year group.

Set Awards for Celebration Assemblies

Award	Prize
100% Attendance	£5 Amazon voucher
No Red Slips	£5 Amazon voucher
Most progress (Boy and Girl)	2 x £5 Amazon voucher & certificate
Highest B4L (Boy and Girl)	2 x £5 Amazon voucher & certificate
Most Merits by Individual	£5 Amazon voucher & certificate
Participation Award	£5 Amazon voucher & certificate
Performance Award	£5 Amazon voucher & certificate
Leadership Award	£5 Amazon voucher & certificate
Tutor Group most merits	Box of chocolates
Tutor group with fewest red slips	Box of chocolates
Tutee of the term for every tutor group	Chocolate prize & certificate
Special Award – Outstanding contribution to school life	£5 Amazon voucher & certificate

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

- 20 Merits = 1 house point
- Attendance at and participation in clubs and enrichment activities = 1 house point
- Participation in house competitions and events = 1 house point
- House assembly notices
- House Captain and Vice Captain roles of responsibilities

Faculties also reward students through:

- Verbal and written praise to student.
- The merits system – positive electronic behaviour system report
- Stamps and Postcards home
- Letters of congratulations
- Phone calls home
- Displaying students work
- Prizes presented at events awarded at the end of key stages 3, 4 & 5
-

Tutors / Heads of Learning reward students through:

- The merits system
- Stickers for attendance
- Individualised year group certificates
- Verbal notices and celebration wall in staff room to share student success amongst staff
- Roles of responsibility eg Year 11 Mentors, Year 9 Ambassadors, Career Ambassadors, Open Evening guides
- Plasma screens – visual success displayed

3e. Behaviours and Sanctions

Behaviour category	Grounds	Outcomes (sanctions)
Warning 2 (W2)	Respect / Safety / Environment / Learn / Right Choice	½ hour detention
Warning 3 (W3 = Walkabout)	Respect / Safety / Environment / Learn / Right Choice	45 mins HOF detention
Progress concern	Learn	½ hour detention
Homework concern	Right Choice	½ hour detention
Missed detention	Right Choice	45 mins HOL detention 455 mins HOF detention 3-6 school
Late	Am registration – Right Choice Lesson – Right Choice	15 minute same day lunch detention ½ hour detention
Appearance	Respect / Right Choice	45 mins HOL detention Refer to HOL
PED infringement outside lesson	Respect / Right Choice	Refer to HOL
Anti-social behaviour outside of lessons	Respect / Safety / Environment / Right Choice	15 minute same day lunch detention 45 mins HOL detention 45 mins SLT detention Refer to HOL
Bullying	Respect / safety / Right Choice	Refer to HOF Refer to HOL Inclusion: Normal Inclusion: Extended Inclusion: Staggered Exclusion: Fixed Term Exclusion: Permanent
Prejudice Related Incident	Age / Disability / Gender / Race / Religion / Sexual Orientation / Sexism	Refer to HOF Refer to HOL Inclusion: Normal Inclusion: Extended Inclusion: Staggered Exclusion: Fixed Term Exclusion: Permanent
Gross Misconduct	Drug and alcohol related / physical assault against an adult / physical assault against a pupil / verbal abuse or threatening behaviour against an adult / verbal abuse or threatening behaviour against a pupil / sexual misconduct / persistent disruptive behaviour / damage / other	Refer to HOF Refer to HOL Inclusion: Normal Inclusion: Extended Inclusion: Staggered Exclusion: Fixed Term Exclusion: Permanent

4.Sanctions Explained

Often the disapproval of a member of staff shown by tone, body language, a look or a quiet word to refocus is enough to reset poor behaviour.

Where this does not have impact teachers use the Warning 1-3 system as outlined in Appendix A.

4a.

W1 = Verbal Warning issued with a calm, professional, clear explanation of what part of the Fullbrook Way the student is not adhering to. Advice and guidance will be given. This will not be logged on our behaviour tracking system.

W2 = Warning 2 issued with a verbal explanation of what part of the Fullbrook Way the student is not adhering to. Restorative conversations will take place in order to help the student rectify their behaviour. This will be logged on our behaviour tracking system. The sanction will either be a 30 minute or 45 minutes detention. Contact home will be made and 24 hours notice will be given.

W3 = Warning 3 and lesson exit. It should be a rarity for a student to reach a Warning 3. A member of Senior staff on Walkabout will be called and the student will be removed from the lesson. A verbal explanation will be given to the student regarding which part of the Fullbrook Way the student was not adhering to. The student will complete the rest of the lesson on “shadow timetable” where they will be supervised by another member of staff within the same faculty. The sanction will be a 45 minute Head of Faculty detention. A restorative meeting should be organised before the next lesson between the student and the teacher and every reasonable effort must be made to ensure it happens.

Gross Misconduct

When behaviour in class falls into the context of gross misconduct, this must be entered in the Gross Misconduct section on the electronic behaviour management system for investigation by the Head of Department or Head of Learning. The Head of Department or Head of Learning will then present the case to their SLT line manager who will then triangulate and propose a sanction.

4b. Detentions

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. This can also be viewed on INSIGHT. Detentions are usually held by the subject teacher who has set them.

There are five types of detention:

- 15 minute same day lunch detention – set by staff and recorded on student’s permanent record. This detention can be set for lateness to school in the morning (arrive after 8.40) or for anti social behaviour during social times.
- ½ hour detention – set by staff and recorded on student’s permanent record.
- 45 minute Head of Faculty or Head of Learning detention – Set by HOF or HOL and recorded on student’s permanent record.

- 45 minute Senior staff detention – set by senior staff and recorded on student’s permanent record.
- 3-6 school – Set by the Head of Faculty for failure to attend a 45 minute HOF detention. These will take place on Monday and Thursdays only. Parents will be informed at least 24 hours in advance through a phone call and a letter and will be recorded on student’s permanent record.

4c. 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 (8.40 – 3.10) 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.
- 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 a 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.
- 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

4d. 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 4.45pm. (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.

4e. 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 6.45pm 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.

4f. 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 B and C)

4g. Prohibited Items

(i) The following items are 'prohibited' (Education Act 1996) and must not be brought into school:

- Dangerous or illegal substances and items including, but not limited to:
- Illegal drugs and narcotics (as well as legal highs)
- Offensive weapons and any form of firearms (imitation or real)
- Knives/pen-knives
- Laser-pens
- Alcohol
- Smoking/vaping paraphernalia
- Pornographic images and items
- Stolen items

(ii) The following items are 'banned' and must not be brought into school:

- Solvents (including correction fluid)
 - Excess Jewellery and non-uniform items
 - Skateboards/scooters (or similar items)
 - Fidget-Spinners and Fidget-Cubes
 - Chewing gum
 - Aerosols
- Prohibited items 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)

4h. Smoking

- Smoking is against the law in public buildings.
- Students caught smoking on site, will automatically be sanctioned, in the first instance, with 1 extended day.
- Smoking in the vicinity of the school is treated in the same way as smoking on site because it brings the school into disrepute.
- Individuals who are with smokers but not smoking themselves will also be sanctioned under the act of joint enterprise. They will be issued in the first instance with a 1hr Head of Learning detention.
- 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

4i. 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 electronic behaviour 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 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 is in line with DfE Statutory guidelines and is available via the school website on www.fullbrook.surrey.sch.uk)

4j. Prejudice Related Incidents

- Derogatory remarks will be recorded in the Protective Characteristics Monitoring Log (In line with the Single Equality Duty, Equalities Act 2010)
- The Log is monitored by SLT

- All incidents will be reported to the Local Authority via the annual data collection system
- Incidents are sanctioned according to their severity.
- Further information is in Fullbrook's Equalities Policy and Single Equality Scheme available on the school website www.fullbrook.surrey.sch.uk)

4k. 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 may also spend some of their lunchtime helping to keep the canteen tidy.

4l. Personal Electronic Devices (PEDs)

- While Fullbrook recognises the need for mobile phones for security, safeguarding and educational purposes, as well as acknowledging 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 educational 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. This includes being late, not being in a lesson, along a corridor, in a toilet or tutor time.
- For health and safety reasons, students should not use their PED or headphones inside the school building at any time to avoid corridor collisions, except in the canteen and hall during break and lunch.
- 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 who are non-compliant with their phone being confiscated will be sanctioned according to the school's conduct policy.
- Confiscated items can be collected 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 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.**

4m. Behaviour during unstructured Time

- Poor attitude and behaviour choices demonstrated by students during unstructured time will be recorded on the electronic behaviour system by the member of staff dealing with the student's behaviour. Appropriate actions and sanctions will be recorded.
- Poor attitude and behaviour includes:
 - Rudeness e.g. inappropriate tone of voice or language.
 - Persistent disruptive behaviour e.g. deliberately ignoring a member of staff repeatedly.
 - Boisterous behaviour e.g. moving around the building in an inappropriate manner, including running; shouting; queue-jumping; pushing while in a queue and play-fighting.
 - Dangerous behaviour e.g. an escalation of boisterous behaviour, where the behaviour begins to jeopardise the health and safety of others.
 - Out of Bounds. Staff are expected to ask students to move on in the first instance, but to record the incident for persistent non-compliance.

4n. Behaviour off the school site

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

4o. Principles underpinning the use of force / restrictive physical intervention

Fullbrook follows Surrey County Council guidelines on use of force and restrictive physical intervention.

Surrey County Council's policy in relation to the use of force is founded upon these underpinning principles:

- the use of force should, wherever possible, be avoided
- de-escalation techniques, appropriate to the child or young person, set within a positive and proactive approach to behaviour, should always be used to try and avoid the need to use restraint.
- there are occasions when the use of force is appropriate
- when force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- The application of a restrictive physical intervention should be an act of care not of punishment or aggression and should not be used to force compliance with staff instructions when there is no immediate risk to the child or other individuals.
- Only the minimum force and least restrictive intervention necessary to prevent injury or to remove the risk of harm should be applied, and if used, this should be accompanied by calmly letting the child/young person know what they need to do to remove the need for restrictive physical intervention. The intervention should be used for the shortest possible time

- The techniques used to restrain or restrict liberty of movement must be reasonable and proportionate to the circumstances, risk and seriousness of harm; and be applied with the minimum force necessary, for no longer than necessary, by appropriately trained staff.
- Restraint should not be used to punish or with the intention of inflicting pain, suffering or humiliation.
- Use of restraint, reasons for it and consequences of its use, must be subject to audit and monitoring and be open and transparent.
- When reviewing plans for restraint with children and young people, those with parental responsibility or, where appropriate, advocates should be involved.
- See Appendix D for Fullbrook Restrictive Physical Intervention Model

Further details can be found in Surrey County Council policy at www.surreycc.gov.uk

5. 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. Excellent behaviour for learning is when students are proactively engaged in learning. (Please see the 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 effective conduct strategies and self discipline, and to support the orderly running of the school we use the following systems:

(a) 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. When available, 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 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 and have been issued with a Warning 3 by their teacher will be sent out by the teacher with the Senior Team Walkabout onto shadow timetable or to a specific room allocated for the purpose (Ready to Learn Room). A student who has been removed by Senior Team Walkabout will complete a 1hr Head of Faculty detention which will focus on a restorative process with their teacher where the impact their behaviour was having and what they can do to behave better next time will be reflected on. The incident will be logged in the electronic behaviour management system by the class teacher.

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)

Walkabout 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.

(b) The Pastoral System - Student Support, Achievement and Tutoring System

In the Fullbrook Pastoral System every student and year group is supported by a Head of Learning, assistant head of learning, an SLT line manager and an SLT Pastoral Lead. Having a year group model allows the Pastoral team to meet the needs of each year group.

- Year 7–Transition, settling into secondary life, familiarity with their new surroundings, new teachers, new environment, developing new friendships, understanding of new systems and procedures
- Year 8 –Options process, begin looking at their career paths, decision making.
- Year 9 – Start GCSEs, access to a variation of new subjects, increased level of work ethic, new academic content, further careers work
- Year 10 – Writing CVs, mentor applications and interviews, coursework deadlines, controlled assessments, end of year exams, increased career focus
- Year 11 – Final push for GCSE exams, college applications, meticulous focus on next step of education after Year 11

(c) The House System

All Fullbrook students and staff are a member of one of the four houses, Dragon, Griffin, Pegasus and Phoenix. 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.

(d) Deep Learning Days (DLD)

At Fullbrook, the Citizenship and PHSE programme is embedded into Deep Learning Days 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. This will provide students with skills and motivation to success in the rest of their school life.

(e) 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.

(f) PARS Behaviour Tracking System

PARS is Fullbrook's online behaviour recording system. PARS stores information about incidents of positive and negative behaviour. All students are provided with a username and password to access Insight 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.

(g) 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)

6. Supporting Staff

(a) 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 from 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 students' needs
 - Share ideas to ensure delivery of more Good and Outstanding lessons

7. Supporting Parents and Carers

(a) 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

(b) PARS Behaviour Tracking System

PARS is Fullbrook's online behaviour recording system. PARS stores information about incidents of positive and negative behaviour. All parents/carers of students at Fullbrook can have an individual Log on for INSIGHT 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.

(c) 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 parentsvoice@fullbrook.surrey.sch.uk

(d) 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 Assistant Principal with responsibility for Student Pastoral Care and Welfare, the Leadership Team and contributions from:

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

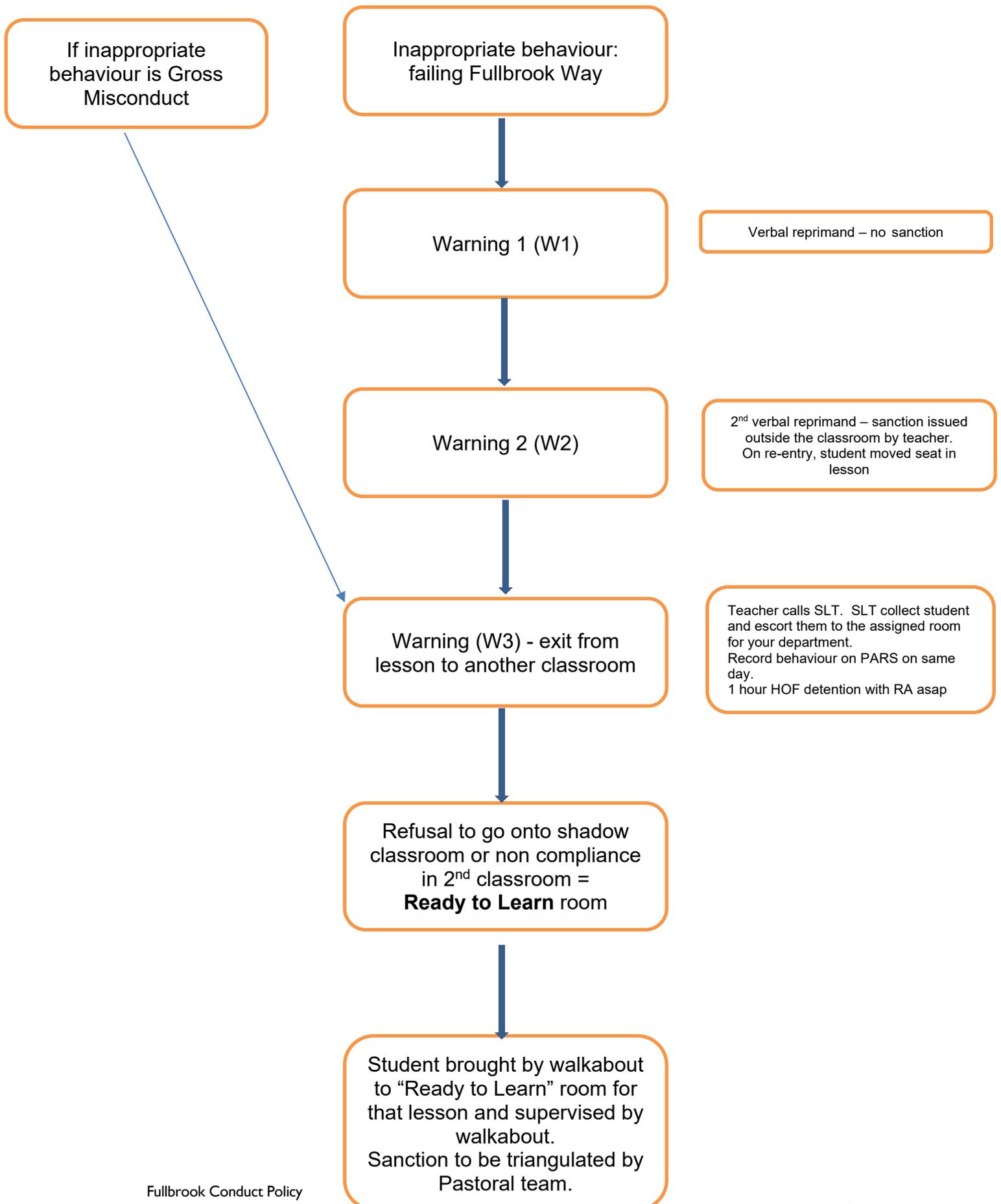
Monitoring and Reviewing the Policy

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

Policy date: March 2020

Next review due: March 2021

Appendix A – Classroom Warning System



Appendix B: DfE Reasons for Exclusion

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 C: 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 D – Fullbrook Restrictive Physical Intervention Model

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- Communication
- First Aid
- to comfort a child or young person in distress (so long as this is appropriate to their age)
- to direct a child or young person (holding hands, hand on shoulder etc)
- for educational skills (PE, Drama etc)
- for life skills (changing for PE, toileting, using cutlery etc)
- in an emergency to increase safety to the child or young person, other students and staff

In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

In all situations where physical contact between staff and children or young persons takes place, staff must consider the following:

- the child or young person's age and level of understanding
- the child or young person's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child or young person requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour support plan.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the child or young person's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Fullbrook follow the procedure for Restrictive Physical Intervention as laid down in the Surrey County Council Guidance for Surrey Schools.

Appendix E : Behaviour Management Flow Chart

