



# Conduct Policy

September 2021

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

Culture & Safeguarding Committee  
Mrs K. Krynicki  
Mr D Stent  
Annual  
June 2022

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**
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  - (g) Restorative Approaches**
- 6. Supporting Staff**

**(a) CPD and INSET**

**7. Supporting Parents/Carers**

- (a) Fullbrook and Parents and Carers**
- (b) Fullbrook Parent Voice (FPV)**
- (c) Eikon**

**Policy Formulation**

**Monitoring and Reviewing the Policy**

**Appendix A : Code of Conduct Reasonable Adjustments**

**Appendix B : Dfe Reasons for Suspension Policy**

**Appendix C : Suspension 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. Appendix A details how reasonable adjustments to the application of the Code of Conduct are to be made dependent on the need of the child.

### **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](http://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 search a student for any item if the pupil agrees (DfE, 2018, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf), p.3)
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (DfE, 2018, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf), p.3)

### **3b. Code of Conduct**

The Fullbrook Code of Conduct, 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. The Code of Conduct highlights two categories of behaviour which are detrimental to learning: disruptive behaviours and disrespectful behaviours. Students who exhibit 'disruptive behaviour' will be given a 'W1' in the first instance, a 'W2' for a second disruptive behaviour and a 'W3' for a third. Students who exhibit 'disrespectful behaviour' will receive a 'W3' in the first instance.

#### **'2-5'**

If a student receives a 'W3' and is therefore removed from the lesson, they will be escorted by senior staff to an alternative learning space for the remainder of the lesson. They will also sit a three-hour detention on the same day, starting at 2pm and ending at 5pm. All students will hand in their phones on arrival at '2-5' and will have them returned to them at 5pm. In the event of a 'W3' being issued, parents/carers will be informed of the '2-5' via text message and email. If the student receives a W3 during period 5, they will sit their detention on the following school day. If a student receives a second W3 before they have sat their '2-5' they will remain in the alternative learning space until the '2-5' has been completed. Any student who doesn't attend a '2-5' detention or displays disruptive/disrespectful behaviours while in '2-5', will be deemed to be in breach of the

school's conduct policy and exhibiting persistent disruptive behaviour, and will therefore receive a suspension.

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 Code of Conduct – Poster Format



The poster is titled "Fullbrook Code of Conduct" and is divided into two main sections: "Disruptive behaviours" and "Disrespectful behaviours". Each section lists specific behaviours with corresponding letters in circles. The "Disruptive behaviours" section lists: Wasting learning time (W), Actively disrupting the learning environment (A), Reminder of instructions needed (R), and Not raising your arm for permission to speak (N). The "Disrespectful behaviours" section lists: Being rude to staff or peers (B), Arguing with staff (A), and Not following staff instructions (open defiance) (N). At the bottom, there are two columns of text detailing the consequences of receiving a W3 or a '2-5' report, and a list of requirements for students at '2-5'. The Fullbrook logo is in the bottom right corner.

## Fullbrook Code of Conduct

Disruptive behaviours

- W** Wasting learning time
- A** Actively disrupting the learning environment
- R** Reminder of instructions needed
- N** Not raising your arm for permission to speak

Disrespectful behaviours

- B** Being rude to staff or peers
- A** Arguing with staff
- N** Not following staff instructions (open defiance)

**2-5** If a student receives a W3 for three 'disruptive behaviours' or one 'disrespectful behaviour' they will report to '2-5' at 2pm on the same day.  
If a student receives a W3 during period 5, they will report to '2-5' the next school day.

**Once at '2-5' students will:**

- hand in their phone to the supervisor on arrival
- complete work in silence for the duration of the detention
- have their phone returned at 5pm

 Fullbrook  
Inspired to Achieve

### 3d. Rewards – Fullbrook for Learning

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” which we refer to as Fullbrook for Learning. Students receive single merits for their displaying Fullbrook for Learning behaviours in lessons and double merits for displaying a growth mindset and resilience.

#### 3d (i). Fullbrook for Learning - Poster Format



### 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) Celebration Assembly Rewards

At the end of each term, the Pastoral Leadership 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

### House System Rewards

- 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

### Faculty Rewards

- 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

### Tutor/ Head of Learning Rewards

- 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 3 (W3 = Walkabout)	3 x disruptive behaviours in a lesson 1 x disrespectful behaviour in a lesson	'2-5' detention
Homework concern	Right Choice / Learn	½ hour detention
Missed Monday detention	Right Choice	Resit on Friday Inclusion: Normal Inclusion: Extended Suspension
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 Inclusion: Normal Inclusion: Extended Suspension
Bullying	Respect / safety / Right Choice	Refer to HOF Refer to HOL Inclusion: Normal Inclusion: Extended Suspension Permanent Exclusion
Prejudice Related Incident	Age / Disability / Gender / Race / Religion / Sexual Orientation / Sexism	Refer to HOF Refer to HOL Inclusion: Normal Inclusion: Extended Suspension Permanent Exclusion
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 Suspension Permanent Exclusion

#### 4.Sanctions Explained

##### 4a.

**W1 = Verbal Warning** issued with a calm, professional, clear explanation of what part of the Code of Conduct the student is not adhering to. Advice and guidance will be given. This will not be logged on our behaviour tracking system but the student's name will be noted on the whiteboard.

**W2 = Warning 2** issued with a verbal explanation of what part of the Code of Conduct the student is not adhering to. This will be logged on our behaviour tracking system and the student's name will be noted on the whiteboard.

**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 Code of Conduct the student was not adhering to. The student will

complete the rest of the lesson on “shadow” where they will be supervised by another member of staff for the remainder of the lesson. The sanction will be a ‘2-5’. A restorative meeting will take place between the student and the teacher and the member of staff will also contact the parent/guardian at their earliest opportunity to discuss the reasons for the W3.

### **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 during tutor time. This can also be viewed on INSIGHT.

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.
- 2-5 – Set by the teacher for failure to follow the Code of Conduct. These will take place daily. Parents will be informed via text and email by 1.30pm on the day of the detention and the sanction will be recorded on student’s permanent record.

### **4c. Inclusion**

The use of the inclusion 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 placed in the inclusion room 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.
- The length of time for inclusion will be decided by SLT and HOLs.
- The Inclusion 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. The packed lunch must not include sugary sweets or fizzy drinks. 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.

- 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 suspensions, 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 suspension but enables a formal suspension to be kept off the student's record.
- Regulations as for inclusion (above) apply. Parents are given 24hrs notice of an extended day.

#### **4e. Suspension**

- Decisions to suspend 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 suspension and the period for which their child is expected to be away from school.
- In the case of a permanent 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 suspension, work will be sent home for the student to complete.
- Fullbrook has a suspensions Policy which is separate to this Conduct Policy document. (See Appendix B and C)

#### **4f. 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)

#### **4g. 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](http://www.fullbrook.surrey.sch.uk)

#### **4h. 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](http://www.fullbrook.surrey.sch.uk))

#### **4i. Prejudice Related Incidents**

- Incidents will be recorded in the Prejudice Related Incidents Log (In line with the Single Equality Duty, Equalities Act 2010)
- 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](http://www.fullbrook.surrey.sch.uk) )

#### **4j. Restaurant Ban and Restaurant Community Service**

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

#### **4k. 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 handheld 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.**

#### **4l. 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.

#### **4m. Behaviour off the school site**

- The Code of Conduct 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).

#### **4n. 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](http://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 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 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. A student who has been removed by Senior Team Walkabout will complete a '2-5 detention' and will be expected to engage with the 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 monitored by HOLs and HOFs to ensure the incident is appropriately addressed.

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 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 tutor, their 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 – Hybrid year covering KS3 curriculum and access to a variety 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 which also cover economic education 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. Students are also timetabled to study Personal, Social and Health Education one lesson per cycle.

#### **(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

## **6. Supporting Staff**

### **(a) INSET and CPD**

Staff are provided with the following training throughout the year

- Restorative Approaches 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](http://www.fullbrook.surrey.sch.uk)

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. Parents can use data through the INSIGHT system to track attendance, behaviour and to receive academic reports.

### **(b) 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](mailto:parentsvoice@fullbrook.surrey.sch.uk)

### **(c) 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](http://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: September 2021

Next review due: June 2022



## Appendix A: Code of Conduct Reasonable Adjustments

### Code of Conduct and SEND

**ALL students are subject to the new code of conduct**, however due to the nature of SEND we are legally obligated to make **reasonable adjustments** for those with SEND.

Advice for teachers to support students with different types of special Educational needs and disabilities which might present as poor behaviour is below.e. **However, if a student with SEND is showing poor behaviour and this is not related to SEND or appropriate strategies have been used and the student does not respond then the student will be sanction in line with the code of conduct policy.** This advice is to support not penalise students for behaviour beyond their control due to a diagnosis. This is not an exhaustive list but a guide to possible situations.

Diagnosis	Often presents in classroom as:	Strategies:	Example wording.	Examples when it might then go onto W1/W3
ASD	<ul style="list-style-type: none"> <li>○ Can come across rude</li> <li>○ Rigid thinking</li> <li>○ Their own strong sense of right and wrong</li> <li>○ Daydreams without realising</li> </ul>	<ul style="list-style-type: none"> <li>● Give thinking time</li> <li>● Allow time to process instructions</li> <li>● If no time to listen to their point of view, ask them to write it down so you can read it</li> <li>● Friendly reminders to be on task/check ins</li> </ul>	<i>I understand you feel this is wrong, but I need to teach the lesson. Write down what you feel on this paper and I will read it once I have got everyone started on a task. I do want to know what you think, Adam. Thank you"</i>	<p>W1</p> <ul style="list-style-type: none"> <li>● Student has had one or two friendly check ins but is still off task and does not seem to be trying to help themselves to stay on task.</li> </ul> <p>W3</p> <ul style="list-style-type: none"> <li>● Student continues to argue</li> <li>● After thinking time still does not complete task asked</li> </ul>
ADD/ODD	<ul style="list-style-type: none"> <li>○ Can come across rude</li> </ul>	<ul style="list-style-type: none"> <li>● Try to ask not tell/command</li> </ul>	<i>"Please take your coat off, I will be back in two minutes to check. Thank you, Adam."</i>	<p>W1</p> <ul style="list-style-type: none"> <li>● Student has had one or two friendly check ins but is still</li> </ul>

	<ul style="list-style-type: none"> <li>○ Brain tells them to say no to authority</li> </ul>	<ul style="list-style-type: none"> <li>● Give time to complete a request</li> <li>● Allow time to cool down if needed</li> </ul>		<p>off task and does not seem to be trying to help themselves to stay on task.</p> <p>W3</p> <ul style="list-style-type: none"> <li>● Even when asked nicely student is rude back</li> <li>● After time given still does not complete task asked</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>○ Fidgety, impulsive, can shout out, excitable, finds silence hard</li> <li>○ Daydreams without realising</li> </ul>	<ul style="list-style-type: none"> <li>● Allow talking to self even when silence (in exams apply for access arrangements in room alone so this won't be an issue)</li> <li>● Quiet word if shouts out might need a cool down</li> <li>● Movement breaks</li> <li>● Friendly reminders to be on task/check ins</li> </ul>	<p><i>"Adam you know we cannot shout out our answers. Please try to put your hand up instead. Next time that will be a W1. I know you can do this. Do you want to help me hand these out before the next task?"</i></p>	<p>W1</p> <ul style="list-style-type: none"> <li>● Student has had one or two friendly check ins but is still off task and does not seem to be trying to help themselves to stay on task.</li> <li>● Student talks others in silence</li> <li>● Student was reminded not to shout out but has done it again.</li> </ul> <p>W3</p> <ul style="list-style-type: none"> <li>● Talked to others in exam conditions</li> <li>● Will not stay in seat even after movement break given</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>○ Reading and spelling difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Warn when asking them to read aloud</li> </ul>	<p><i>"Adam, after this task we will be reading from this passage. I will be asking everyone to</i></p>	<p>W1</p>

		<ul style="list-style-type: none"> <li>• Give spelling of key words where possible</li> <li>• Sentence starters</li> <li>• Know which students will always refuse and build their confidence before this but this is your judgement – <i>know your students.</i></li> </ul>	<p><i>read some. I have highlighted the passage you will be asked to read when it is your turn. I know you find this hard but I also you can do this, just try your best. Remember refusing is a W3 which is why I am showing you this beforehand”</i></p>	<ul style="list-style-type: none"> <li>• Student has been given help and explanation but is still not working</li> <li>• Student was asked if the understood but is still not working</li> </ul> <p>W3</p> <ul style="list-style-type: none"> <li>• Student still refuses to read aloud after lots of support and interventions.</li> <li>• Student refuses to read aloud because they don’t want to not because of their needs</li> </ul>
SEMH	<ul style="list-style-type: none"> <li>○ Emotional outbursts</li> <li>○ Angry outbursts</li> <li>○ Head on desk</li> <li>○ Anxiety</li> <li>○ Difficult to engage in group tasks or reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Allow use of exit card if needed</li> <li>• Keep calm and reassure</li> <li>• Allow them cool down time</li> </ul>	<p><i>“Adam do you need to cool down? Would you like to use your exit card?”</i></p>	<p>W1</p> <ul style="list-style-type: none"> <li>• Student has had one or two friendly check ins and reminders to pick head up, engage in learning but is still off task and does not seem to be trying to help themselves to stay on task.</li> </ul> <p>W3</p> <ul style="list-style-type: none"> <li>• Student continues to argue after strategies tried</li> </ul>

				<ul style="list-style-type: none"> <li>Students outburst are angry and/or dangerous to themselves and/or others</li> </ul>
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## Appendix B: DfE Reasons for Suspension

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

Code	Description	Includes:
<b>OW</b>	<b>Use or threat of use of an offensive weapon or prohibited item</b>	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,  Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property  Use of an offensive weapon
<b>LG</b>	<b>Abuse against sexual orientation and gender identity</b>	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)  Homophobic, biphobic and transphobic bullying  LGBT+ graffiti  LGBT+ taunting and harassment  Swearing that can be attributed to LGBT+ characteristics
<b>DS</b>	<b>Abuse relating to disability</b>	Derogatory statements or swearing about a disability  Bullying related to disability

		Disability related graffiti, Disability related taunting and harassment
<b>MT</b>	<b>Inappropriate use of social media or online technology</b>	Sharing of inappropriate images (of adult or pupil)  Cyber bullying or threatening behaviour online  Organising or facilitating criminal behaviour using social media
<b>PH</b>	<b>Wilful and repeated transgression of protective measures in place to protect public health</b>	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
<b>PP</b>	<b>Physical assault against pupil</b>	Fighting  Violent behaviour  Wounding  Obstruction and jostling
<b>PA</b>	<b>Physical assault against adult</b>	Violent behaviour  Wounding  Obstruction and jostling
<b>VP</b>	<b>Verbal abuse / threatening behaviour against pupil</b>	Threatened violence  Aggressive behaviour  Swearing

		Verbal intimidation
<b>VA</b>	<b>Verbal abuse / threatening behaviour against adult</b>	Threatened violence Aggressive behaviour Swearing Verbal intimidation
<b>BU</b>	<b>Bullying</b>	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
<b>RA</b>	<b>Racist abuse</b>	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
<b>SM</b>	<b>Sexual misconduct</b>	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
<b>DA</b>	<b>Drug and alcohol related</b>	Possession of illegal drugs

		<p>Inappropriate use of prescribed drugs</p> <p>Drug dealing</p> <p>Smoking</p> <p>Alcohol abuse</p> <p>Substance abuse</p>
<b>DM</b>	<b>Damage to property</b>	<p>Damage includes damage to school or personal property belonging to any member of the school community</p> <p>Vandalism</p> <p>Arson</p> <p>Graffiti</p>
<b>TH</b>	<b>Theft</b>	<p>Stealing school property</p> <p>Stealing personal property (pupil or adult)</p> <p>Stealing from local shops on a school outing</p> <p>Selling and dealing in stolen property</p>
<b>DB</b>	<b>Persistent or general disruptive behaviour</b>	<p>Challenging behaviour</p> <p>Disobedience</p> <p>Persistent violation of school rules</p> <p>Raising of fire alarms falsely</p>

## **Appendix C: Suspension Policy**

1. The Principal and governors regard decisions to suspend 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 suspending children will be as laid down in the Surrey County Council Exclusion Guidance for Surrey Schools.
3. All suspensions will be reported to the Governors Local Academy Committee (GLAC).
4. As provided for in the Education Act suspensions 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 suspended.
5. Every effort will be made to contact parents by phone as soon as the decision to suspend a child has been taken.
6. In considering the appropriateness of a suspension 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

