



## **Behaviour Policy**

The Folkestone School for Girls Academy Trust is known as “the school” in this policy. It incorporates our policy on suspensions and permanent exclusions.

### **Preamble**

#### **From DfE ‘Behaviour in Schools,’ Sept 2022:**

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all students to succeed personally.

Many schools successfully create environments in which behaviour is good and students can learn and feel safe. Some schools need to improve their approach to behaviour and even successful schools need to be continually working to maintain high standards of behaviour. Where behaviour is poor, students can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Well-managed schools create cultures where students and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools’ behaviour policy at all times and responding to misbehaviour consistently and fairly.

Schools can create environments where good behaviours are more likely by proactively supporting students to behave appropriately. Students should be taught explicitly what good behaviour looks like. Some students will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When students do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. In some cases, particularly when a student is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. Other interventions and approaches may need to be taken to prevent the recurrence of misbehaviour. In serious instances, a student may need to be suspended or excluded”

Success with behaviour does not mean 100% success. Students are people, not products; the same ‘input’ does not always generate the same ‘output.’ Success means that **most** students behave appropriately and in accordance with this policy and the school code of conduct **most** of the time.

Sanctions are used to address students behaviour should that not be the case.

## **Behaviour at The Folkestone School For Girls - a snapshot**

In a typical academic year, nearly 70,000 achievement points are awarded to our students. A **ratio of around 15:1 for good behaviour: misbehaviour** is recorded. Around 50% of students receive absolutely no behaviour points and about 90% gain less than 10 behaviour points, the overwhelming majority for minor indiscretions such as a uniform infringement, a lateness or a missed deadline. **The vast majority of students therefore do little wrong and certainly little of consequence.** Most students behave appropriately and in accordance with this policy and the school code of conduct **most** of the time.

Given that over 1200 students over 6 sessions a day and some 38 weeks in the academic year, there are around 1.4 million opportunities to 'misbehave' in lessons alone. Behaviour therefore must be seen as a real strength of the girls and of the school and staff, students and parents certainly think so in their feedback. The vast majority of students, quite simply, do as is expected of them, day in, day out! Extreme behaviours, sanction, suspensions, exclusions all remain rare.

### **Rationale**

We believe that high-quality teaching and learning are inextricably linked to good behaviour and discipline. Just as high-quality teaching promotes effective learning and good behaviour, an orderly atmosphere and good behaviour is a prerequisite for effective teaching and learning. We are committed to providing an environment where all members of the school community can feel safe, happy, accepted and supported, and can learn and flourish without disruption.

Too often schools focus on the few students who are more challenging, behaviour wise. They seem to get all the attention. Other schools may focus solely on those few students who are aiming for Oxford or Cambridge; they are all about the grade 9 or A\* brigade! Whilst the national media obsesses about students achieving straight grade 9s, we recognise and celebrate all of our girls and all of their achievements. For some, that grade 5 or 6 may have been just as hard fought and hard won as that Grade 8 or 9 for others. So, whether aiming for grade 4s or 5s or 7s or straight 9s across the board we want to recognise and celebrate students who turn up every day and who simply get on quietly doing their absolute best work, day in and day out. In too many schools, students like that are unnoticed. They are the unsung heroes. Not here!

We want to ensure that determination, perseverance and all those attributes that contribute to progress, success and learning are recognised and celebrated. Similarly, we want to recognise values like courage, kindness, friendship, character, commitment, service; these are the traits that can define us as human beings and propel us, on occasion, to greatness. With that in mind we have our Unsung Hero Awards and certificates to emphasise, reinforce and reward good behaviour wherever possible. In a positive school environment, everyone is valued as an individual and hard work, effort, kindness, service, engagement and initiative are all rewarded.

### **Students will be encouraged to develop:**

- respect for others - their feelings, opinions, cultures, limitations & the right to their individuality;
- respect for themselves - pride in their own achievement and that of others, high standards of dress and behaviour and the desire to produce their best work at all times;
- respect for the environment - their own, the school, other people's property, the community in which we live and for the planet;
- respect for the future - the belief that we can all make a difference by our contribution to the local, national and global community.
- Respect for their own abilities; they are capable of more than they know!

The school also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community in the future. It is, therefore, important that our students have high self-esteem and confidence, reflected through an outstanding quality of education, smart school uniform and appearance and their work within a positive learning environment. It is also important that students represent the school in a positive light through their behaviour whilst not in school including their online lives.

As per DFE guidance, we aim for all staff to apply the Behaviour Policy consistently, but we acknowledge that in a school with hundreds of students taking part in lessons, social times, travelling to and from site, interacting through social media, and going off-site on trips and fixtures, that staff will frequently have to make quick decisions and apply sanctions in different ways depending on context. The school reserves the right to consider the circumstances leading up to an incident of misbehaviour, and the individual student's circumstances, when deciding on a suitable sanction.

Not all misbehaviours happen in front of staff and on occasion the school may need to investigate allegations that have been made or misbehaviours that have been reported. The concepts of **'natural justice,' 'on balance of probabilities'** and **'best endeavours'** drive all our decision making. Simply, these acknowledge that the school will have used its "best endeavours" to investigate any misbehaviour that has occurred including any build up or background, taking statements from any/as many witnesses as is practicable.

The burden of proof in decision making is not 'beyond reasonable doubt' as it is in criminal proceedings and instead **'on the balance of probabilities.'** In other words, from what the school has found, having carried out an investigation, do we find that 'on the balance of probabilities' the reported misbehaviour has occurred as described.

**"Natural justice"** should be seen to be done in that all students/parents involved will want to see a fair and proportionate sanction which reflects the behaviours displayed and any potential build up/background

The Principal reserves the right to change sanctions at a later date when the full situation has been explained or new information comes to light.

**'Reasonable adjustments'** may be made when considering good behaviour standards and or when considering misbehaviour when considering suitable sanctions for students with a disability as required. Certain students may respond in certain ways as a result of a SEND as per Page 13 of this document - **Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)**

## **Aims**

The aim of this policy is to set out the boundaries of good behaviour and misbehaviour. The school operates a whole school approach to behaviour and discipline. This aims to:

- encourage good behaviour and respect for others;
- secure a good standard of behaviour of students;
- promote, among students, self-discipline and proper regard for authority;
- facilitate excellent behaviour for learning;

- ensure that students complete any tasks reasonably assigned to them in connection with their education;
- promote excellent behaviour, self-discipline and respect both in and outside the classroom;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- establish and maintain a bright, clean and attractive environment;
- promote and improve academic and broader achievement and physical/emotional wellbeing.
- Promote a 'feel the fear' and do it anyway character to enable students to realise that they are capable of more than they know.

### **Behaviour for Learning**

Behaviour for Learning is about focusing on students' learning and progress. It is a positive system of behaviour management which focuses on rewarding students for behaviour which allows for good learning experiences to take place. Good behaviour is rewarded in the classroom and around the school. The emphasis is on the student making the right choice and being rewarded for those choices; hard work, progress, achievement, kindness. Each lesson is a chance for students to start afresh. Students are encouraged to demonstrate 'LEARN' behaviour as outlined in Appendix 1.

### **Rewarding Good Behaviour**

**Good behaviour is behaviour which allows learning, progress and achievement to take place (academic or otherwise) and/or lessons and the wider life of the school to function and flourish. It has a positive impact on individuals and the school.** Rewards help to promote good behaviour. They aim to raise self-esteem and develop student confidence through strategies including:

- regular praise in lessons; both public and private
- recognising and rewarding good behaviour in every lesson;
- recognising the students who attend on time, wear the uniform well and bring the necessary equipment;
- a reward system, including achievement points, unsung hero awards and certificates and other certificates, prizes and reward events which acknowledge all aspects of achievement, attendance, progress, character, kindness;
- opportunities to celebrate publicly;
- displays of work and students' achievements;
- referral to Senior Leaders or DoLs for commendations;
- postcards or phone calls home which acknowledge success.

### **Good Standards of Behaviour**

**Our Student Code of Conduct is simple and outlines our expectation for behaviour to students and their parents.**

We have the highest expectations of our girls and expect them to exhibit those high standards for themselves in and around school. We don't subscribe to too many rules but we expect girls to wear their uniform smartly and with pride.

We expect them, too, to take pride in our school and to treat our buildings, facilities, resources and the surrounding areas with respect. We champion the traditional British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance and see these as fundamental principles of our own and any community.

We expect girls to be polite and courteous in their interactions with each other, with staff, when online and when out in the wider community. We all like 'Please' and we all like 'Thank you' and we all like the door held for us and being asked 'Can I help?'

Three simple statements to guide you in thought, in word, in action, at school and always.

**Do your best - Be your kindest - Look the part - Act the part.**

For extra-curricular activities.

**Sign up - Take part - Join in - STAND OUT.**

### **Dress Code**

**Our Dress Code is simple and outlines our expectation for uniform to students and their parents.**

Students are expected to wear their uniform smartly and with pride. Schools in the United Kingdom, as in many countries around the world, wear a school uniform for a few reasons. Most notable amongst these, perhaps, is that everyone looks the same. Uniform is a great leveller. No brands, no designer labels, no high fashion; no need to worry about how we look as we all look the same!

Our uniform is priced so that everything, including the PE kit, which is unique to our school is around £100. Girls then need to have white shirts, socks or tights etc, a blue jumper if they want one – but all of those items can be bought from any retailer.

- Some schools uniform code insists on branded everything; a school logo or school name/initials on everything. We don't!
- Some schools, not so far away, insist on all items being embroidered in gold thread, at a cost of £3.50 per garment. We don't!
- Some schools insist on Art aprons, Laboratory coats, school colours, house colours... We don't!
- **We keep our costs down to support the ideal that everyone is equal, everyone looks the same, everyone is treated the same.**

There are, of course, options for students who don't feel comfortable in a kilt or skort; navy blue trousers and navy-blue shorts for PE are entirely acceptable.

Our uniform code is not overly prescriptive; we want the girls to be comfortable in their own skin so reasonable make up is accepted (it might help cover teenage acne for example). Put simply, we want our students to wear their uniform smartly and with pride; be dressed for a day at school; rather than a night out and to be mindful that when out in the community they have a responsibility to the school as in our uniform, they represent us.

So, in summary, uniform is about equality in the end.

Uniform, *adjective*. Defn: **the same; not changing or different in any way:**

Many parents/carers and students are quick to challenge how appearance, how uniform, hair colour, facial piercings etc impact on progress, achievement and attainment?

It's a fact that schools with strong behaviour policies and good behaviour as a result achieve better outcomes for their students, with uniform/dress code a part of those policies. So, in answer to the

challenge, how does my appearance impact on outcomes, it just does! That's true in all walks of life. A dirty chef serves an empty restaurant! Looking the part is, quite simply, important and we expect students and parents to support the school in maintaining our behaviour policy and in maintaining our dress code. We will not be drawn into the debate as to whether a piercing is a human right or whether an item of footwear is a trainer or a shoe. The school rules and school dress code are clear. We will make reasonable adjustments around uniform for students with SEND sensory issues but these do not extend to nails, eyelashes or piercings.

**Both 'Code of Conduct' and 'Dress Code' are displayed in each classroom and are shared and reinforced with students and parents regularly and routinely.**

The behaviour policy is a much broader document for all stakeholders and is made available on the school website.

### **Parental Support**

Parents also agree to support their daughters in adhering to the Student Code of Conduct and to support the school as part of the Home School Agreement signed upon entry to the school and added as an appendix to this policy.

As part of our assessment programme, students' behaviour in the form of their attitude to learning (AtL) is assessed against published criteria and reports are shared with parents at regular intervals during the academic year through written reports, verbal reports at parents' meetings and data dashboards. Behaviour and achievement points are also shared in real time via the SIMS App. Any specific incidences of serious breaches of the behaviour policy or repeated minor infringements would also be picked up through telephone calls home. Students who need to improve aspects of their behaviour are monitored closely and set clear targets. As a result of Attitude to Learning data (ATL) and/or behaviour points students may be placed on one of the schools' reporting systems in order to support them to improve.

Low ATL scores, High level of behaviour points and/or low levels of attendance and poor punctuality data are also used to inform referrals.

Parents and carers play a crucial role in shaping the attitudes which produce good behaviour in schools. We therefore endeavour to keep parents and carers informed at every opportunity and encourage them to take full advantage of all formal and informal ways of communicating with the school.

Our high standards for behaviour have a significant impact on student achievement and as such parents must support and work with the school when applying sanctions. We aim to keep parents and carers informed about progress and successes: where problems arise we want to involve them in finding the right solution. Parents and carers are encouraged to contact their daughters Student Development Leader if they have any concerns about their daughter.

The school encourages parents to support good attendance, behaviour and appearance through home-school agreements, parents meetings and newsletters, through regular check-ins and through the SIMS App.

All staff will seek to communicate regularly with parents about any concerns. Parents are expected to meet with their child's Student Development Leader (SDL) or a Director of Pastoral Care following a period of behaviour monitoring, or a suspension, so that we can work together to plan ways to support their daughter to make improvements.

### Tackling Misbehaviour

Misbehaviour is behaviour which creates a barrier to learning, progress and achievement taking place (academic or otherwise) and which disrupts lessons or the wider life of the school from functioning and flourishing. It has a negative impact on individuals and the school. Misbehaviour can also happen off site, when not under the supervision of school staff, when not in uniform and online. Any behaviour which could bring the school into disrepute or might impact on other members of our school community can be addressed and sanctioned no matter where it occurs.

Whilst we strive to reward good behaviour and positive contributions, we must also tackle the misbehaviour and the negative impact it can have and, as such, state unapologetically that The Folkestone School for Girls has high expectations of students' conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment:

- school leaders visibly and consistently support all staff in managing student behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve student behaviour and support is provided to all students to help them meet behaviour standards, making reasonable adjustments for students with a SEND as required;
- student behaviour does not normally disrupt teaching, learning or school routines. On the rare occasions this happens, disruption is not tolerated, and proportionate action is taken to restore good standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated; in which students are safe and feel safe and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all students. The behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children and is one of the key systems in place which supports safeguarding. KCSIE is clear that **all school staff have a responsibility to provide a safe environment in which students can learn**. Where circumstances arise that endanger the safety of a student or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

### Strategies used to Modify Behaviour

A number of strategies may be used in an attempt to modify misbehaviour where necessary. These include:

- emphasis being placed on preventing misbehaviour through modelling good behaviour, using positive language and giving clear instructions about the expected behaviour;
- a graduated approach to correction, appropriate to the incident, will be used by all staff; in classrooms this is primarily warn, warn, remove;
- a clear and graduated system of consequences will follow wrong choices or misbehaviour, with students consistently being given the chance to put things right before sanctions are applied;
- the code of conduct and uniform rules are displayed in every classroom, shared with students and applied consistently.

Usually, a range of strategies will be put into place by the classroom teacher before students are referred to a Director of Learning, Director of Pastoral Care, SDL or Senior Leader, as appropriate. More serious infringements may be referred directly to senior staff. Staff will record all incidents of misbehaviour, work or effort on SIMS, which will be monitored and tracked by the Directors of Pastoral Care, SDL's or Senior Leaders on a regular basis.

### Sanctions

A range of sanctions will be applied consistently in all departments and year groups. These are laid out for staff throughout the school in our Behaviour Handbook and include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour; letter of apology
- loss of privileges – for instance, the loss of a prized responsibility or the loss of a place on a school trip, a school team or a reward event
- regular reporting including early morning, break, lunch and after school reporting;
- scheduled uniform checks;
- students being moved seats or places within a lesson;
- break, lunch time and after school detentions - these will be given if students do not follow the instructions of the teacher, or other members of staff;
- removal from the lesson - failure to follow a reasonable request and/or rudeness to a teacher in the classroom may result in a student being removed to sit in the back of another class for the remainder of the lesson. A further sanction may follow as a result;
- reports - students may be put on report to a Director of Learning due to misbehaviour, work or effort in a subject area. If there are issues in a number of subject areas, students will be put on report in the first instance to their SDL. If there is no improvement, a student may be put on report to Director of Pastoral Care or Senior Leader. These reports will provide students with measurable targets to enable them to demonstrate progress;
- lower priority for school trips: students failing to act reasonably and responsibly in school is a strong indicator that they could fail to act reasonably and responsibly on school trips. Thus misbehaviour, attendance, punctuality has a consequence in terms of priority order for school trips. (Reasonable adjustments are made for vulnerable students)
- isolation - Students may be placed into isolation for **serious disciplinary reasons** (persistent misbehaviour, for failing to attend a Senior Leader's detention, a serious infringement of the Code of Conduct, eg; swearing at a teacher, persistent truancy in school, bullying behaviour – this list is not exhaustive) Students will be kept out of lessons and social time and will be provided with work to complete from the subject teachers. They will be given access to food, drinks and breaks as appropriate.



## What the law allows

Teachers can sanction students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that student.

Staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school, including online.

Sanctions should be lawful, reasonable, fair and proportionate.

## Detentions

### As per DFE Guidance on Behaviour in Schools, Sept 22

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of school staff when their peers have been allowed to go home or to break or lunch. Detentions are the most common deterrent/sanction used to modify behaviour across most schools and at The Folkestone School for Girls.

Typically, these are issued for lunchtimes or after school, **for which 24 hrs notice is normally given.**

Teachers have authority to issue detention to students, including same-day detentions. Note that whilst extremely rare, it is lawful, that detentions can happen at any of the following times;

- weekends during term - except a weekend during, preceding or following the half term break;
- non-teaching days - usually referred to as 'training days,' 'INSET days' or 'non-contact days,' except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

All members of staff, including support staff, can impose detentions.

**Parental consent is not required for detentions that satisfy the conditions mentioned above.**

Lunchtime detentions are scheduled to allow reasonable time for the student to eat, drink and use the toilet though food may be collected for the student in detention to limit their circulation amongst the wider school community.

After school detentions do not always, by law, require advance notice however at The Folkestone School for Girls we do provide advance notice, usually allowing a next day detention to facilitate safe travel arrangements home to be made.

## Removal from Classrooms (called Isolation at FSG)

Removal is where a student, for serious disciplinary reasons (persistent misbehaviour, for failing to attend a Senior Leader's detention, a serious infringement of the Code of Conduct, eg; swearing at a teacher, persistent truancy in school, bullying behaviour) is required to spend a limited time out

of the classroom at the instruction of a member of staff or in response to an incident. This is different from a situation in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the student. At The Folkestone School for Girls this is commonly known as 'isolation' with the student working either in isolation or in a small group, away from friends and working alone and in silence under close supervision. Typically, they will complete work set by their class teacher but obviously without the support of their class teacher or another subject specialist to support them.

Isolation should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

At the Folkestone School for Girls typically a student may spend the remainder of a school day in isolation following a serious incident and/or perhaps the next day in isolation to allow an investigation to occur and keep potentially warring parties apart. For this reason isolation may not be the end of the sanction process.

Removal/isolation should be used for the following reasons:

- a) to maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- c) to allow the student to regain calm in a safe space.

## Suspension and Permanent Exclusion

### Serious or Persistent Incidents Leading to Suspension and Permanent Exclusion

As per DFE Guidance on Suspension and Permanent Exclusions in Schools - August 2024

“Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then **suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.**

**Exclusion may also be a way for a pupil to access alternative provision which will help ensure an excluded pupil remains engaged in education. A ‘no exclusion’ approach can present safeguarding issues and expose staff and pupils to unreasonable risks”**

Suspension/Permanent Exclusion should be used sparingly in response to serious or persistent breaches of school policy or criminal law. This will apply mostly during school hours and/or whilst on school trips, but students behaviour outside of school can be considered ground for a suspension or permanent exclusion.

To be clear, the government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

A **suspension** is a fixed period exclusion from attending school for a fixed period of time. Normally between 1 and 5 days.

A **permanent exclusion** is a final exclusion terminating the students place at the school.

**Suspension/Permanent Exclusion** must be lawful, reasonable, fair and proportionate to the incident(s) being sanctioned. When establishing the facts in relation to a suspension or permanent exclusion decision the Principal must apply the civil standard of proof i.e. ‘on the balance of probabilities.’ The concepts of ‘natural justice,’ ‘best endeavours’ and ‘reasonable adjustments’ should, in addition, always be reflected in school actions

- suspension - serious or persistent breaches of the behaviour policy, as outlined below, will result in students receiving a suspension. The number of days of suspension will reflect the seriousness of the misdemeanour and may consider previous incidents and will be the decision of the Principal in conjunction with the Senior Leader responsible for behaviour. Upon return to school a re-integration meeting with parents and student will be held to agree a re-integration strategy moving forward. **A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the schools behaviour policy and show that their current behaviour is putting them at risk of permanent exclusion.**
- direction off site may be considered. On occasion a ‘circuit breaker’ placement may be considered, most normally at Birchwood Pupil Referral Unit, but perhaps at another school; this is used as a way to improve future behaviour and in acknowledging that in school interventions and/or outreach have thus far proved unsuccessful.

- alternatively, or additionally, a managed move may be requested - students who do not follow the schools' Code of Conduct, despite regular support and review, will be referred to the Shepway Schools Learning Partnership to consider a transfer to another school or education provision. Students coming into our school on a Managed Move will be fully supported so that they can settle well.
- permanent exclusion - this will be considered, as per DFE guidance, for: **serious and persistent breaches of the school behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.**

If the decision is taken to permanently exclude a student, it is normally seen as the final step, the last resort, in the process of dealing with disciplinary offences, as illustrated above. The school will normally have used a wide range of strategies in advance of such a move. However, in exceptional circumstances, the Principal may decide to permanently exclude a student without recourse to these strategies.

It is worth noting that suspensions, off site direction, managed moves and permanent exclusions should take students views into account and students should have opportunity to express their own views. Contributing factors, including those identified after an incident may also be considered. Whilst 'reasonable adjustments' may be considered, and made, for persistent minor breaches, serious incidents and/or incidents which did, or could have, seriously harmed the education or welfare of the student or others such as staff or students in the school, are unlikely to warrant 'reasonable adjustments' being made. So, a suspension or exclusion may still be appropriate.

Suspension and permanent exclusion, as per DFE Guidance are 'sometimes a necessary part of a functioning system, where it is accepted that not all student behaviour can be amended or remedied by pastoral processes or consequences/sanctions within school.' Indeed 'government recognises that exclusions, managed moves and off-site direction are essential behaviour management tools used to establish high standards of behaviour in schools and maintain the safety of school communities. If approaches towards behaviour management have all been exhausted, then suspensions and permanent exclusions will sometimes become necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm and supportive environments.'

DFE Guidance allows headteachers to use professional judgement and discretion based on individual circumstances but lists examples of circumstances that may warrant a suspension or permanent exclusion as;

- Physical assault against a student;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a student;
- Verbal abuse or threatening behaviour against an adult;
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- Bullying/cyber bullying;
- Racist abuse;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

The following additional behaviours will not be tolerated at The Folkestone School for Girls, as they seriously undermine our values and principles, breach the health and safety policy and puts the learning and safety of others at risk.

- sexual abuse or assault;
- behaviour which puts others at risk of danger, including bringing into school, or using on the school premises, any drug, alcohol or illegal substance;
- persistent disruption or defiant behaviour, which disrupts the learning of others and where students have been offered advice and support to amend their behaviour and have refused to do so;
- vandalism;
- theft.
- undermining the ethos of the school through persistent failure to comply with reasonable school rules and regulations;

All incidents will be investigated by the SDL and/or the Director of Pastoral Care and/or a Senior Leader before a decision is made to suspend or permanently exclude. Students and staff involved, including witnesses, may be asked to write a statement. They may be questioned to clarify any missing or conflicting details. Students may be isolated or suspended during the investigation.

Parents/carers will be contacted at the earliest opportunity once a decision has been made - as will any social worker/external support working with the family. Suspensions are usually kept to between 1 and 5 days, with additional days being used for a very serious incident, or for persistent misbehaviour.

When a student is suspended, parents/carers must ensure that she is not present in a public place during school hours, without reasonable justification. Parents/carers will be expected to attend a re-integration meeting, following a fixed-term exclusion. This is an important opportunity to agree a way forward.

After a suspension, if the parents/carers wish to complain, they have the right to make written representations about the decision to exclude, to the Board of Trustees. If they wish to do so, they should write to the Clerk to the Board of Trustees at the school address. In this case, either a meeting of trustees will be convened, or a trustee will supply a written response to the complaint.

### **Supporting students following a sanction**

Following a sanction, strategies should be considered to help a student to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- further contact with parents;
- wider inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school;
- inquiries into circumstances outside of school, including at home, perhaps conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate and whether further internal or external referrals may be required such as referrals to Emotional well-being counsellors, SEND, Early Help or LIFT.

## **Use of Reasonable Force**

In very unusual circumstances, reasonable force may be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The school does not require parental consent to use reasonable force on a student. The staff may use reasonable force where it is deemed absolutely necessary. For example to:

- prevent a student from leaving the classroom, where allowing the student to leave would risk their safety;
- prevent a student from attacking a member of staff or another student, or to stop a fight on the school premises;
- restrain a student at risk of harming themselves.

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with Additional Educational Needs.

## **Searching students and confiscating property**

**Without consent:** The Principal, delegated Senior Leader, Director of Pastoral Care or SDL, has the power to search students without consent for:

- Knives, weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property;
- Any item banned by the school, which has been identified in the rules as an item which may be searched for.

**With consent:** Section 91 of the Education and Inspections Act 2006 enables school staff to confiscate, retain or dispose of a student's property and protects them for liability for damage to, or loss of, any confiscated items. This power allows school staff to search a student for, and to confiscate if found, any item.

If a student refuses consent for a search the school may ask parents to attend a meeting to resolve the issue under investigation, and if necessary, isolate that student until the parent is able to attend the meeting. Cigarettes, or similar disallowed items will be destroyed on confiscation. Mobile phones, and other legal, valuable items will be stored safely until a parent can collect them. School staff authorised to search and confiscate are the Senior Leadership Team, Directors of Pastoral Care and SDLs. All searches will be carried out by 2 such designated adults. Other staff should refer to these authorised staff and not carry out a search themselves.

## **Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)**

At the Folkestone School for Girls, we aim to consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom, including students with SEND.

Some behaviours are more likely to be associated with particular types of SEND, such as a student with speech, language and communication needs who may not understand a verbal instruction.

Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

**'A school should not assume that because a student has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement for the school on the facts of the situation'**

At The Folkestone School for Girls we need to manage student behaviour effectively and establish whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. The law also requires us to balance a number of duties where a student has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices; **'reasonable adjustments'**
- under the Children and Families Act 2014, relevant settings have a duty to use their **'best endeavours'** to meet the needs of those with SEND;
- if a student has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As far as possible, we aim to anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to)

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a student with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the student concerned.

However, as per DfE Guidance on "Mental health and Behaviour in schools," November 2018, in all cases, **schools must balance the interests of the pupil against of the mental and physical health of the whole school community.**

### **Conclusion**

Our overriding aim is to work with parents/carers and other agencies, where necessary, to find ways of promoting excellent behaviour and modifying students' misbehaviour, so that the whole community can be safe and successful.

Our priority is that the climate in the classroom and around the school is calm and positive so that our students can learn effectively, enjoy their whole school experience and leave us well qualified and well rounded.