

# Fairfield High School for Girls

## Policy for Outstanding Conduct and Behaviour

To be used in conjunction with the Policy for Use of Reasonable Force to Control or Restrain Pupils



|                            |                      |                             |
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| <b>Approved by:</b>        | Local Governing Body | <b>Date:</b> September 2024 |
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| <b>Person Responsible:</b> | Headteacher          |                             |

**Outstanding progress for all**

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| <b>Policy Title:</b>   | Policy for Outstanding Conduct and Behaviour  |
| <b>This policy applies to:</b>                                     | All staff, pupils and parents and carers  |
| <b>Owner/Author:</b>   | Headteacher   |
| <b>Establishment Level:</b>  | School  |
| <b>Approving Body:</b>   | Local Governing Body  |
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| <b>Legal Framework/Statutory Guidance:</b>                         | Section 51a of the <a href="#">Education Act 2002</a> , as amended by the <a href="#">Education Act 2011</a><br><a href="#">The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012</a><br>The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment and Transitional Provision) Regulations 2023<br>Part 7, chapter 2 of the <a href="#">Education and Inspections Act 2006</a> , which sets out parental responsibility for excluded pupils<br>Section 579 of the <a href="#">Education Act 1996</a> , which defines ‘school day’<br>The <a href="#">Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007</a> , as amended by <a href="#">The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014</a><br><a href="#">The Equality Act 2010</a><br><a href="#">Children and Families Act 2014</a><br><a href="#">Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.</a> |

|    |   |         |
|----|---|---------|
| 1  | <u>Introduction, values and principles</u> .....          | Page 4  |
| 2  | <u>Rewards</u> .....                                      | Page 5  |
| 3  | <u>Attendance and Punctuality</u> .....                   | Page 5  |
| 4  | <u>Equipment</u> .....                                    | Page 6  |
| 5  | <u>Uniform</u> .....                                      | Page 6  |
| 6  | <u>Sanctions – Staged Response</u> .....                  | Page 6  |
| 7  | <u>Prohibited Items, Searching and Confiscation</u> ..... | Page 8  |
| 8  | <u>Mobile Phone and Electronic Devices</u> .....          | Page 9  |
| 9  | <u>Serious Incidents</u> .....                            | Page 9  |
| 10 | <u>Child-on-child abuse:</u> .....                        | Page 10 |
| 11 | <u>Suspensions and Exclusions</u> .....                   | Page 11 |
|    | <u>Internal Isolations</u> .....                          | Page 11 |
|    | <u>Suspensions (Fixed Term Exclusions)</u> .....          | Page 11 |
|    | <u>Permanent Exclusion</u> .....                          | Page 11 |
| 12 | <u>Escalation of Support</u> .....                        | Page 12 |
|    | <u>Report</u> .....                                       | Page 12 |
|    | <u>Pastoral Support Plan</u> .....                        | Page 12 |
|    | <u>Alternative Provision</u> .....                        | Page 12 |
|    | <u>Off-site Direction</u> .....                           | Page 13 |
| 13 | <u>Reasonable Adjustments</u> .....                       | Page 13 |
| 14 | <u>Student and Staff Transition</u> .....                 | Page 13 |
| 15 | <u>Leadership and management</u> .....                    | Page 13 |

## **Introduction**

At Fairfield High School for Girls, outstanding conduct and behaviour supports a happy, safe and well-organised community. This ensures that all pupils are enabled to work hard and receive the very best possible education. The school aims to achieve a high level of positive behaviour by constant encouragement rather than by dependence on punishment and sanctions. The school gives pupils confidence by giving them responsibility. Where sanctions must be used, a chain of graded responsibility will be used which will support all staff in their enforcement of the school rules. The school has a positive reward system that will encourage a high standard of pupil behaviour and achievement; this is to foster a sense of responsibility and self-discipline.

## **Values that underpin the Behaviour Policy**

Responsibility for behaviour choices rests with the pupil; the behaviour is separated from the pupil, so it is clear that the behaviour is unacceptable, not the pupil. The school understands that mistakes are a normal part of learning and that pupils are capable of reforming both attitudes and behaviour. The school believes an approach to discipline should be positive and consistent with the desire to foster the development of mature, considerate young people, capable of accepting responsibility for their own behaviour.

Politeness should be expected and always given. Good order and courtesy can be encouraged in certain practical ways, such as insisting on quiet movement on the left of corridors/staircases and expecting pupils to stand at the beginning of lessons or when a staff member or visitor enters the room.

Consistency on the part of staff is an important principle. This does not mean rigidity or inflexibility so that the same action is always taken in response to a certain misdemeanour. Members of staff are responsible people who deal with a set of circumstances according to their own judgement, in communication with colleagues and in line with the disciplinary framework laid down below. Consistency implies that staff are always willing to respond to problematic behaviour that challenges the school ethos.

## **Principles**

This policy is intended to give guidance on the system of pastoral care, which will support the maintenance and development of standards of learning and behaviour at Fairfield High School for Girls. To achieve this, the following principles should be adhered to:

- That the main priority of this document will be support for the learning environment that exists at Fairfield High School for Girls.
- That the priority in all situations will be the well-being of the pupils at the school.
- That staff who follow this policy when dealing with behavioural issues will have their actions supported by the Senior Leadership Team and the Local Governing Board.
- That all parents/carers are made aware of the contents of this policy and the implications for their child/children.
- Internal sanctions are non-negotiable.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We expect staff, pupils and parents/carers to unreservedly and positively support the aims of the Policy for Outstanding Conduct and Behaviour.

## **Rewards**

At Fairfield, we develop positive relationships with our pupils through support, care and kindness. Every child's achievements, efforts and progress are important to us and worthy of appreciation and recognition.

Pupils will have the opportunity to be rewarded in every subject lesson, in form time and for their conduct around school based on our school ethos of:

- **Successful learners who are aspirational, inquisitive and hard working.**
- **Confident individuals who are happy, resilient and independent.**
- **Responsible citizens who are kind, inclusive and respectful.**

Parents/carers will be informed daily when their child receives a reward point via our School Gateway app. This will give you the opportunity to discuss with your child their achievements, efforts and contributions to school life and celebrate her success.

Every term, certificates, praise postcards and prizes will be awarded for those pupils who reach bronze, silver, gold and platinum awards – 50, 100, 150 and 200+ reward points. These achievements will also be celebrated in school via Form Time with Tutors and our Praise Assemblies with Heads of Year.

Every two weeks 'Star Spotlight' takes place in the Hall, this is an opportunity for pupils to share work that they are proud of which has been completed over the previous fortnight. Reward points are given and pupils are praised by members of the Senior Leadership Team.

## **Attendance and Punctuality**

As part of our high expectations at Fairfield, we expect excellent attendance and punctuality. This forms part of our ethos at Fairfield and is promoted via our Responsible Citizen curriculum, our assemblies, during Form time and in lessons. Pupils are rewarded for excellent attendance via our KS3 and KS4 Presentation Evenings, our assemblies, congratulatory emails home and during Form time.

Pupils who arrive late to school, between 8.15 and 8.40, will receive a same day late detention at break time for 15 minutes. Where pupils do not attend this will escalate to a 30 minute detention the next day and an email will be sent home.

If a pupil is persistently late and/or where a pupil has poor attendance, Heads of Year/Assistant Heads of Year will meet with parent/carer to offer support and further actions so that we can work in partnership to improve this.

More information and guidance can be found in our Policy for Attendance and Punctuality.

## **Form Time**

The school day starts with Form time for every Year group. Once a week there will be an assembly focused on the school values underpinning the school vision of Successful Learner, Confident Individual, Responsible Citizen. There is an assembly and Form time programme for each Year group which is based on the Responsible Citizen curriculum.

The aims of our Responsible Citizen curriculum are:

- To reinforce Fairfield high expectations and our core values. These exist because we care about the progress of EVERY pupil.
- To explicitly teach, reinforce, embed and model positive behaviours and WHY these behaviours are significant which will create a happier school community.
- To develop pupil resilience, politeness, respect and kindness towards others.
- To ensure a consistent approach and shared language from all staff across school.

As pupils enter the building in the morning and during Form time, uniform checks will take place by members of the senior or pastoral team. It is expected that every pupil presents for school with the correct uniform, equipment and approach to learning.

### **Equipment**

Pupils are expected to have a sturdy school bag with them each day, which is large enough to hold an A4 folder. To have success in lessons, pupils must ensure that they carry their property with them and are fully prepared with all the equipment that is expected for the lessons that day.

The basic expectations of equipment are:

- Black/blue pen
- Red pen
- Pencil
- Ruler
- Scientific calculator
- Daily Planner

It is expected that pupils will carry a reading book with them.

### **Uniform**

The school has a clear uniform policy which has been communicated with pupils, parents and carers. This is permanently available on the school website. We expect that all pupils will wear their uniform fully, and with pride.

Should a pupil choose not to wear the required uniform in the required manner the school will take the following actions:

- seek an immediate resolution, if possible, we hold a small stock of uniform that we can lend to pupils.
- allow the pupil to return home to correct their uniform following parental approval being sought
- if a resolution is not reached the pupil may be placed in Isolation (in school sanction) for that day

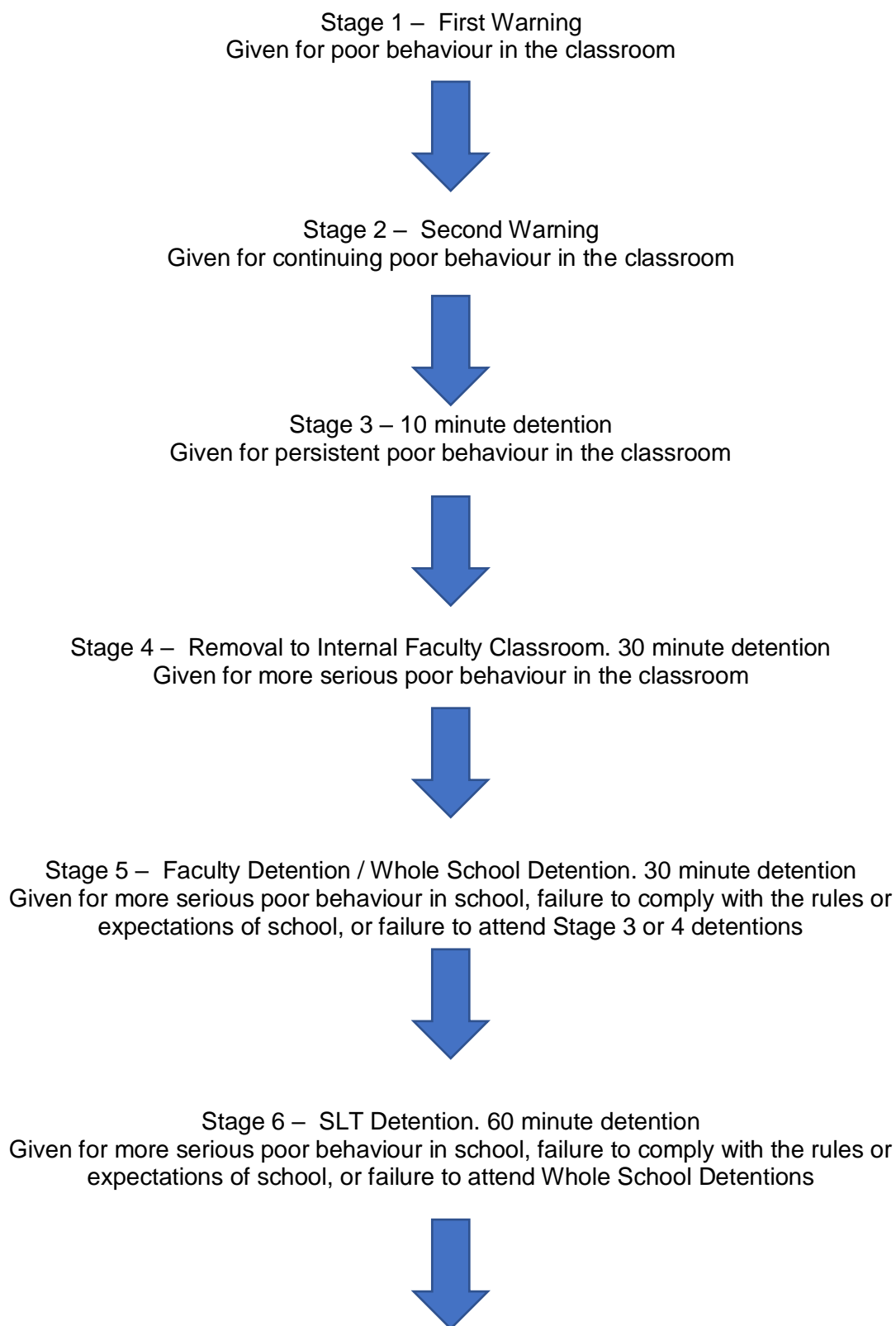
We expect pupils to wear their uniform and behave in an appropriate manner on their journey to and from school.

### **Sanctions**

Fairfield operates a Staged Response to poor behaviour choices. Staff practice positive behaviour strategies in the classroom to try and ensure that pupils do not make poor behaviour choices. Staff should use de-escalation strategies rather than having to use the Staged Response. However, if a pupil does make poor behaviour choices the following Staged response should be followed.

## Staged Response to Poor Behaviour Choices

Depending on the severity of the poor behaviour, pupils may enter the staged response consequence system at a higher level.



### Stage 7 – Isolation + 30 minute detention

Given for serious poor behaviour in school, failure to comply with the rules or expectations of school, or failure to attend SLT detentions



### Stage 8 – Behaviour Placement

This sanction is at the discretion of the Headteacher. Given for the most serious behavioural incidents in school, for repeated failure to comply with the rules or expectations of school, or for persistent poor behaviour choices over a period of time



### Stage 9 – Suspension

This sanction is at the discretion of the Headteacher. Given for the most serious behavioural incidents in school, for repeated failure to comply with the rules or expectations of school, or for persistent poor behaviour choices over a period of time



### Stage 10 – Permanent Exclusion

This sanction is at the discretion of the Headteacher. Given for the most serious behavioural incidents in school, for repeated failure to comply with the rules or expectations of school, or for persistent poor behaviour choices over a period of time

### **Prohibited items**

The safety of our community is of the highest priority to the school. The school has the authority to search for prohibited items without consent if we have reasonable grounds to suspect that a pupil may be in possession of them. Whilst we always seek to deescalate challenging situations through dialogue, the school will usually involve the police if consent is denied. Parents/carers will be informed when a search has taken place and the outcome of the search.

The following list (which is not exhaustive) lists some of the items that are prohibited:

- fireworks
- drugs
- alcohol
- stolen items
- bladed articles
- tobacco and related items
- e-cigarettes and related items
- weapons or items that may be used as weapons
- pornographic images and video



- energy drinks
- any item that may be/has been used to commit an offence, cause damage or injury to person or property.

Confiscated prohibited items will not be returned to the pupil, they may be returned to the parent/carer, or disposed of at their request. Items may also be passed to the police to form part of their investigation or for their disposal. Further details about the searching and confiscation of children in school may be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

The school operates a strict no-smoking or vaping policy across the entire site, pupils may also be sanctioned for smoking on their way to and from the school site and at all times when wearing school uniform or on external visits. This includes the use of e-cigarettes. Pupils who transgress this will be taken to the Pastoral Hub under the supervision of staff. The staff may decide that a First-Aid check is required. The pupil will be given an SLT detention as a sanction. The pupil will be offered support to stop vaping or smoking (this may be facilitated by an external agency), with education surrounding the health implications also being delivered. Parents/carers will be informed. Sanctions may be escalated for further occasions of smoking/vaping and parents/carers will be invited into the school to discuss their child's behaviour.

### **Mobile phones and electronic devices**

Electronic devices such as mobile phones, headphones and smartwatches are not to be seen or used during the school day. Mobile devices (and other electronic devices) are a distraction to learning and it is for this reason that they must be always switched off and kept securely in bags during the school day.

If a mobile phone, headphones or smartwatch is seen or heard at any point during the school day, the pupil will be asked to hand their device over to a member of staff. The device can be collected from the Pastoral Hub at the end of the day. If there have been incidents of previous confiscation a sanction will be applied which will be escalated for each subsequent confiscation. If a pupil refuses to hand over their device, a senior member of staff will be called upon to collect the device. The pupil will be placed into Isolation at the next available opportunity.

The school may confiscate mobile technology or other items if it forms part of a safeguarding concern. It may not be appropriate to return the item(s) until a discussion with the police has taken place. Staff are *not* responsible for the loss or damage of any confiscated items.

### **Serious Incidents**

It is impossible to provide a comprehensive list all serious incidents, but the following list serves as an indication of the types of incidents that are considered by the school to be serious:

- physical assault against a pupil including fighting
- physical assault against an adult
- verbal abuse and threatening behaviour against a pupil
- verbal abuse and threatening behaviour against an adult
- instigating violence by involving other people, not necessarily from our school community
- carrying/use of fireworks
- bullying

- racist abuse
- homophobic abuse
- sexual misconduct
- theft both in or out of school
- the handling of stolen items
- damaging property
- serious challenges to authority
- persistent disruption of learning
- serious breaches of the ICT code of conduct
- drug and alcohol related incidents – this may include the use of a legal substance
- possession of a weapon, including replica/training weapons
- possession of other prohibited items
- misuse of medication
- misuse of electronic equipment
- making malicious allegations against a member of staff
- inciting others to break the school rules
- inciting others to commit a violent act
- behaviour that endangers themselves or others
- behaviour which brings the school into disrepute and/or damages the reputation of the school, even if this behaviour occurs outside of school time/premises
- behaviour that causes great anxiety or upset to others (even if this was intended as a joke) the recording/filming any of the above incidents taking
- dealing with drugs at school will result in a permanent exclusion
- use of drugs or alcohol may result in a permanent exclusion
- deliberate misuse of the fire alarm may result in a permanent exclusion.

Serious incidents will be fully investigated, and they may result in the most serious of sanctions including a suspension or permanent exclusion. Incidents in schools are required to pass the civil standard of proof of being more likely than not to have occurred and/or have been committed by a given pupil. The above, non-exhaustive, list of behaviours may also result in a report being made to the police.

The Headteacher or other staff member deputising for the Headteacher may choose to investigate any incident that occurs outside of school hours or premises should they consider that it may have an impact in the safe and effective operation of the school or its community or damage the reputation of the school.

### **Child on child abuse**

Fairfield High School has a zero-tolerance approach to any form of child-on-child abuse ensuring that we act immediately and proportionally to any disclosures, allegations or concerns raised or identified. This may include, although not limited to, child-on-child sexual violence, sexual harassment and online incidents.

More information and guidance can be found in our 'Keeping Children Safe in Education: Safeguarding and Child Protection Policy'.

### **Sanctions removing pupils from the classroom**

Suspensions are the most serious sanctions a school can apply for a pupil's poor behaviour. At Fairfield they may take one of four forms:

- Internal – Served within the school (Isolation).
- Behaviour placement – Served at a partner school for a fixed period of time.
- Suspension – Served at home for a fixed period of time.
- Permanent exclusion – The pupil no longer attends the school.

### **Internal – Isolation**

Isolations are served in the school. Pupils who are serving a pre-planned Isolation will arrive at school at 8:15am and are separated from the general school populations until they finish for the end of the school day. Pupils are required to sit in silence and complete the work that is assigned to them. If required, lunch will be collected from the canteen for the pupil to eat in Isolation. Pupils will serve a 30 minute detention after the Isolation has finished at the end of the school day.

Pupils can be placed in Isolation on the same day for poor behavioural choices, rule breaking, or pending investigation. In these cases, no after school detention is completed by the pupil.

### **Suspensions (Fixed Term Exclusions)**

These may be for a half-day, single day, a number of days or a lunchtime or number of lunchtimes. In the event of a serious incident requiring the pupil to be given a suspension the school will call a parent/carer on the day the decision is made. We will explain the reason for the suspension and the duration. A letter will follow this discussion which will detail:

- The duration of the suspension.
- The reason for the suspension.
- Your duty to ensure that your child is not present in a public place during the school day whilst suspended.
- The arrangements for any readmission meeting.
- Your right to appeal the suspension.

Please refer to the School's 'Policy for Suspension/Exclusions' for further details. This can be found on the School's website.

### **Permanent Exclusion**

The Headteacher will permanently exclude a pupil only as a last resort. A permanent exclusion may follow a single, very serious incident or persistent poor behaviour choices. In the case of persistently poor behaviour choices the school will support the child with achieving an improvement to their poor behaviour choices. The school will seek to ascertain if there are any undiagnosed and therefore unmet needs that may be contributing to the poor behaviour.

In the event of a child receiving a permanent exclusion there are a number of points that parents and carers should be aware of:

- The governing body is required to review the Headteacher's decision, you will be invited to attend part of this meeting in order to present your views of the exclusion.
- Should the exclusion be upheld by the governing body you may appeal to an independent panel which will be arranged by the local authority.
- We will explain how you may instigate the appeal in a letter that will be sent to you following the governing body's upholding of the school's decision.
- It is the responsibility of the local authority to provide the child with a full-time education from the sixth school day following the permanent exclusion.

Please refer to the School's 'Policy for Suspension/Exclusions' for further details. This can be found on the School's website.

## Escalation of Support Reports

Pupils are allocated reward points and behaviour points on SIMs.

They are placed on report as a supportive measure to enable pupils to change their behaviours, to provide one to one support from the member of staff they are reporting to, to provide opportunities for staff to record praise comments where applicable and to provide daily communication between home and school on how their child is progressing.

Pupils are placed on report if they reach the following stages:

- 10 behaviour points = Level 1 with Form Tutor (pastel green)
- 20 behaviour points = Level 2 with Assistant HOY (pastel blue)
- 30 behaviour points = Level 3 with HOY (yellow)
- 40 behaviour points = Level 4 with SLT (orange)
- 50 behaviour points = Level 5 with Senior Assistant Headteacher (orange)
- 60+ behaviour points = Level 6 with Deputy Headteacher/Headteacher (red)

Pupils are placed on report for incidents of poor behaviour only, not for organisation, when they reach the stated number of behaviour points as above. Assistant HOYs/HOYs will implement other strategies to support with pupil organisation such as a one to one mentoring session on how to organise themselves better (with parent/carer where required). These pupils will then continue to be monitored and reviewed fortnightly.

Each report booklet will have the same targets linked to the school's core values.

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| <b>To be a Successful Learner - Target 1</b><br>Attendance and Punctuality - Arrive on time for AM/PM form registration and every lesson |
| <b>To be a Successful Learner - Target 2</b><br>Organisation - Remember all books/equipment and hand in home learning on time            |
| <b>To be a Responsible Citizen - Target 3</b><br>Behaviour - Treat both staff and pupils with respect and avoid disruptive behaviour     |
| <b>To be a Confident Individual - Target 4</b><br>Active learning – attempt all tasks and join in discussions                            |

Pupils should successfully complete 3 weeks/15 days on report before being removed from report.

The parent/carer must read and sign the report each day.

Faculty Leaders/Subject Leaders will manage issues of failing to submit Home Learning within their curriculum areas and continue to sanction pupils as normal where there are incidents of poor organisation. Faculty leaders will continue to monitor poor behaviour within lessons as before and where necessary place pupils on subject report.

## Pastoral Support Plan

Should the required improvement not be achieved by the above methods your child may be at risk of other serious sanctions from the school. Additional measures that may be considered at this stage include reintegration timetable, Off-Site Direction, a school governors' panel and additional support from both within and outside the school. Families will be communicated with throughout the process.

## **Alternative Provision**

There are infrequent occasions when it may be appropriate for the school to seek an alternative provision better suited to the needs of the child. All such provisions must be agreed by the school, the provider and the parents/carers.

The school is proud to have formed strong partnerships with many of the local services to assist young people and their development. Many of these offers practical support to young people and their families to overcome challenges. Where a need is identified, the school will seek to make a referral to an appropriate partner organisation. This provision may be full-time or part-time, for a fixed period or until the child reaches the end of Year 11. It should be noted that there are occasions where a young person has the right to access services without the knowledge or consent of parents/carers.

## **Off-site Direction**

Sometimes, and at its own discretion, the school may offer an Off-site Direction. This can only be undertaken with the consent of the parents/carers. An Off-site Direction is an agreement between Fairfield and another secondary school. It allows the child to attend an alternative school for a period of 8 – 12 weeks. If the new school considers that the move has been successful they will move to the new school's roll on a permanent basis, otherwise, the pupil will return to Fairfield. An Off-site Direction may be used at our discretion for a number of reasons including: persistent poor behaviour, following a serious incident or to resolve poor attendance. There is no guarantee that an alternative school will be in a position to accept an Off-site Direction.

## **Reasonable Adjustments**

The school is aware of its obligations under The Equality Act and are sensitive to the needs of pupils who have diagnosed SEND. Consultation may be made with the SENDCO to ascertain the need for reasonable adjustments to be made to any applied sanction. Any breach of the Policy for Outstanding Conduct and Behaviour that is made because of a child's poor mental health may result in the school insisting that a medical fit note be provided confirming that the child's attendance at school is appropriate. Appropriate professionals who can provide this fit note include CAMHS workers, mental health practitioners or the pupil's General Practitioner.

## **Pupil and Staff Transition**

When a new pupil starts their education at Fairfield High School they are in receipt of a full induction programme aimed at teaching pupils the rules, routines and expectations. This programme is for all Year pupils during transition and for any new, in-year transfer pupils and pupils on an off-Site Direction. These expectations are regularly reviewed with pupils during assemblies and form time activities.

## **Leadership and management**

The pastoral care of pupils at Fairfield High school is paramount to all members of staff at school. The following list of staff who are is not exhaustive when detailing those staff who are classed as Pastoral staff:

Dr J Beckett – Senior Assistant Headteacher with responsibility for KS4

Mrs R Rasul – Assistant Headteacher with responsibility for KS3

Mrs J Loney – Head of Year 11  
Mrs G Pye – Assistant Head of Year 11  
Miss K Howard – Head of Year 10  
Mrs C Blackburn – Assistant Head of Year 10  
Miss S Winspear – Head of Year 9  
Mrs L Gardner – Head of Year 8  
Miss S Stubbs – Assistant Head of Year 8  
Miss G Diamandis - Head of Year 7  
Mrs J Pinnock – Assistant Head of Year 7  
Ms J Fletcher – Medical and Wellbeing Officer

This policy is reviewed annually by the Local Governing Body.