



Faringdon Community College

Behaviour & Discipline Policy 2023/24

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Faringdon Community College

Behaviour and Discipline Policy 2023/24

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Section 1: Introduction

At Faringdon Community College we believe that high standards of behaviour and discipline are crucial to ensuring the ongoing success of the school and the students that form our community. This document sets out our underlying philosophy on behaviour and the key aspects of our Behaviour Policy. It is designed to guide and support students, parents/carers and staff in delivering our vision of outstanding behaviour within our school and community.

a) Purpose of the Policy

The Faringdon Community College Behaviour Policy has three distinct purposes:

- i. To provide clear boundaries, routines and expectations for students and staff which enable the creation of an environment in which all students feel safe and able to learn.
- ii. To provide all students with clear expectations on acceptable standards of behaviour and a clear understanding of the sanctions for not meeting these standards.
- iii. To provide clear guidance and expectations which enable all staff to contribute effectively to the maintenance of high standards of behaviour and discipline within the school.

At the centre of the Faringdon Community College Behaviour and Discipline Policy is the belief that outstanding behaviour enables the creation and maintenance of an outstanding learning environment, in which all students feel safe and able to learn to the best of their ability. The consistent implementation of this policy by all school staff is crucial in delivering this learning environment for all students.

Engagement with the school Behaviour and Discipline Policy is non-negotiable for all stakeholders. All staff are expected to operate within the policy framework at all times. To support this all FCC staff will undertake staff training on the use of the behaviour policy and supporting systems as part of their induction process. There will also be regular training updates throughout the academic year.

Senior Staff will operate within the policy framework at all times and will role model the high expectations that FCC have in respect of Behaviour and Discipline.

Teachers in all subject areas are expected to reward and praise students whenever possible, in line with the school rewards system (see Section 6: Rewards). It is expected that Teaching Assistants and Support Staff will also praise students formally where appropriate.

Staff are expected to operate the school consequence system consistently and within the agreed framework (see Sections 7 & 8: Consequences). When a particular misdemeanour occurs an agreed consequence or range of consequences must follow. These provide

opportunities to correct behaviour and reaffirm school expectations. These consequences are mandatory and non-negotiable.

Once a consequence has been applied there will also be an agreed follow-up strategy with the member(s) of staff. These can be confined to the classroom, but may also draw on a range of other targeted areas of support. Follow-up strategies will always be designed to take into account the needs of the individual student.

Members of staff are not permitted to 'opt-out' of the school Behaviour and Discipline Policy as its operation across school is mandatory.

b) Behaviour Principles

The Faringdon Community College Behaviour and Discipline Policy ensures that our key principles of behaviour are met. These are:

- i. All students are able to learn in an environment free from disruption, enabling them to make outstanding progress.
- ii. FCC students embody the high expectations and values of the school both whilst on site and within the local community.
- iii. Staff in the classroom are empowered to be able to manage challenging behaviour in order to ensure the consistent provision of an outstanding learning environment.
- iv. There is an emphasis on reward and praise which enables all student achievements to be recognised.
- v. The policy provides clarity on all aspects of behaviour and discipline which supports students, parents/carers and staff in maintaining an outstanding school community.

c) Faringdon Community College Values

At FCC we believe that outstanding behaviour is underpinned by our key values. The embodiment of these values enable our students to be successful both during their time in school and in their future lives. Our values are:

- i. Kindness: We treat all members of our school community with visible kindness
- ii. Honesty: We have honest conversations
- iii. Respect: We give respect and receive respect in our community

d) Legislation

The Faringdon Community College Behaviour and Discipline Policy reflects the legislation enacted by the Education Act 2011. This act reinforces, supersedes and replaces previous guidance, particularly:

- i. Education and Inspections Act 2006, Section 93:
- ii. Education Act 2002
- iii. Equality Act 2010

The policy also considers Department of Education guidance July 2022 “Behaviour in Schools – a guide for headteachers and school staff”, Faringdon Community College Child Protection Policy, Safer Working Practice Guidance and Keeping Children Safe in Education Guidance.

School policy and practice also reflects DFE guidance around Searching, Screening & Confiscation (Jan 2018) and the Use of Reasonable Force in Schools (July 2013). We also ensure, through our curriculum, culture, monitoring and reporting that we are compliant with all expectations outlined in the Prevent Duty guidance (June 2015) and the updated guidance for schools in KCSIE 2021/22.

Section 2: Journey to School Expectations

a) General

At Faringdon Community College we have high expectations of our students and their behaviour. This commitment to outstanding standards of behaviour also extends to outside of school and in the local community. We reserve the right to respond to behavioural incidents involving Faringdon Community College students outside of school. This approach is important in helping to protect our students and the wider local community as well as maintaining the positive reputation of Faringdon Community College, which is important to staff, governors, students and families. Where we have concerns about the conduct of students on the way to or from school, we will work with other members of the community, and other professionals, to identify students and will put an appropriate consequence in place. We expect our students to demonstrate our school values and outstanding behaviour on their journey to school, whether they travel by public transport or on foot.

b) School Bus

We have a number of students who travel to and from school using one of the county council provided school buses. We expect students to maintain high standards of behaviour and character whilst using this service. There is a requirement for students to:

- i. Present a valid bus pass before embarking on their journey to/from school
- ii. Collect a temporary bus pass from school reception if they have forgotten or lost their bus pass
- iii. Line up on the tennis courts at 3:05pm in the correct line for their bus.
- iv. Behave appropriately whilst on the school buses and in line with school expectations.

Faringdon Community College reserves the right to sanction poor or inappropriate student conduct whilst using school buses. These sanctions are noted in section 8 and could also include temporary or permanent bans from using the school bus service.

c) Public Bus

We have a number of students who travel to and from school using the public bus service. We expect students to maintain high standards of behaviour and character whilst using this service. As with the school bus service, Faringdon Community College reserves the right to sanction students for poor or inappropriate conduct on the public bus service. This is consistent with our drive to maintain the good reputation of Faringdon Community College and to protect both our students and the local community.

Section 3: Lesson Expectations

At Faringdon Community College we have an agreed set of expectations which are positive and inclusive so that we can operate in a safe and calm learning environment. All staff will operate these expectations in every lesson to ensure that a consistent and impactful learning environment is provided. Our key expectations in lessons are noted below.

a) Attitude to Learning

We want all students to adopt a positive attitude to their own learning, by being focused and engaged in each lesson. This will enable each student to be successful and make excellent progress. Within this we expect each student to work to the best of their ability and to avoid disrupting others so that all students are able to make progress in their learning. Disruption to learning will be tackled in line with the lesson sanctions noted in section 7.

We expect our students to listen carefully when the teacher or another student is speaking in class. This is a key component of an effective learning environment and will support the progress of all students. Within this we expect students to raise their hands if they wish to ask a question or make a point in the lesson. This ensures that each student is given the opportunity to voice their opinions without the interruption of others.

We expect our students to follow instructions from staff first time, every time. This helps ensure that the learning of others is not disrupted and contributes towards the effective learning environment. If a student takes issue with something they have been asked to do by a member of staff, there are clear processes to follow which ensure the learning in the lesson is not disrupted.

b) Equipment

At Faringdon Community College we expect our students to arrive to their lessons on time and with the correct equipment with which to begin their learning. Alongside items of required school equipment, as noted in the student planner, subject specific staff will make students aware of any further or additional items that the student may require for that

lesson. It is expected that all students will arrive at their lesson and get these items of equipment out, ready to learn.

Equipment also extends to school uniform and it is expected that students will arrive at each lesson in the correct school uniform. More information on school uniform can be found on the FCC Uniform Policy and in the student planner.

c) Student Planner

A key component of FCC school equipment is the student planner, which will be issued to students at the start of each academic year. It is expected that students will ensure their planner remains in good condition throughout the year. No personalising of the planner is allowed and any instances of graffiti will require students to purchase a new planner at the cost of £5. The school planner remains the property of Faringdon Community College throughout the year.

It is expected that students will take their planners out in Form Time and all lessons. Some lesson exceptions may exist, such as practical PE lessons but only as directed by the class teacher.

The student planner is a key component of communication between home and the school. Students should record their homework in the planner in an appropriate level of detail. It is expected that parents and the Form Tutor will inspect and sign the student planner each week in the appropriate space.

Section 4: Around School Expectations

At Faringdon Community College it is vital that students continue to conduct themselves to the same high standard when moving around school, as when they are in the classroom. We expect our students to embody our school values of kindness, honesty and respect in all of their interactions around school, helping to ensure that our school community remains a caring and positive environment. The following expectations are non-negotiable around school.

During unstructured times (breaks and lunches) and in their movements around school we expect our students to continue to demonstrate outstanding behaviour. Where that is not the case students will be asked to rectify this by members of staff. We expect that in such instances students stop and listen to the member of staff. We expect them to hold a respectful conversation and then amend the behaviour they have shown. As mentioned later in this policy, where students fail to respond to three official requests for compliance, behavioural sanctions will be applied. For instances of failure to comply following these three formal requests, the student will be sent to the Reflection Room.

a) Uniform

At Faringdon Community College we believe that high standards of school uniform lead to greater standards of behaviour and focus. This contributes to the maintenance of a positive and successful learning environment for all students.

Students are expected to arrive at school in the correct school uniform and remain in this uniform throughout the school day. Where students have incorrect items of uniform, or items missing they will be given the opportunity to correct these. Failure to comply with the requirements of correct uniform will lead to a sanction, as noted in section 7.

More information on the school uniform can be found in the Faringdon Community College Uniform Policy, located on the school website. It is also noted in the student planner.

b) Punctuality

Our expectations are that all students understand the importance of punctuality and operating in a time-efficient manner. Within this we want students to arrive to their lessons on time and also to settle quickly and be ready to learn. This is key in maximising their learning time and ensuring that the most productive learning environment is created. Staff will be punctual to their lessons and will greet students on their arrival to the classroom as part of the settled start to a Faringdon Community College lesson. More information on the sanctions for lateness to lessons can be found in Section 8a.

c) Anti-Bullying

At Faringdon Community College we are proud of and celebrate the diversity of our student body. We are committed to ensuring the equality of experience for all students regardless of race, ethnicity, class, gender, ability, sexuality or any other differences. We position ourselves firmly as anti-discrimination and any prejudice or intolerance on any level is not accepted at Faringdon Community College. As a school we resolve to take any action that is required in order to address any examples of discriminatory behaviour.

We understand that children can harm other children. This abuse can be physical, sexual, psychological or ritualistic. Examples of such abuse exist on a scale that includes bullying, harassment, abuse and violence and can take place in school, outside of school or online.

Every incident of bullying, harassment or abuse will be investigated thoroughly with a determination being based on the balance of probabilities as opposed to beyond reasonable doubt. Our approach will be to support any victims of discriminatory behaviour and to challenge any perpetrators. The Faringdon Community College Anti-Bullying Policy covers this information in more detail, but broadly our approach to tackling such issues is as follows:

- i. **Educational Actions:** As a school we seek to educate our students on the impact and consequences of discriminatory behaviour. This could involve addressing

misconceptions or ignorance and we believe this approach is most likely to lead to long term change.

- ii. **Disciplinary Actions:** Faringdon Community College will use every level of the behaviour system to challenge examples of and repeated examples of discriminatory behaviour, including responses of suspension and leading up to Permanent Exclusion.
- iii. **Restorative Actions:** Where appropriate we will seek to utilise restorative practices to challenge discrimination and support the educational actions outlined above.

Our approach at Faringdon Community College is to create an environment where discriminatory behaviour is effectively challenged and that children are able to learn and grow. It is vital to us that students trust we will respond effectively to every concern and that as a result they feel safe and secure in our community. It is also important that our students are supported to learn from their mistakes and to continue to grow as people during their time at Faringdon Community College.

d) Mobile Phones

We have a 'See It, Hear It, Lose It' policy towards mobile phones at Faringdon Community College. This policy extends to headphones/airpods as well and more information can be found on our website under the Mobile Phone Policy. Student use of mobile devices is prohibited anywhere on school site, from a student's arrival at school, until 3:10pm. There are clear sanctions in place for students who do not follow this policy and these are set out in more detail in the Mobile Phone Policy.

e) Banned Items and Searches

There are times at school when we may consider it appropriate to search a student for prohibited items. This may either be planned, as part of a risk assessment, or unplanned in response to a specific behaviour or safeguarding concern. Any instance of this will be operated in line with the Searching, Screening and Confiscation guidance from the DFE. Any prohibited items found during a search will be confiscated and can only be returned to the parents/carers through a member of staff. The school also reserves the right to search a student's phone in order to enable effective safeguarding or manage a behavioural situation. This should be done with the student's consent where possible. Should a student refuse to be searched they are likely to receive a suspension. For a list of items banned from school please see Appendix i.

f) Toilets

The school toilets are to be used by students during break and lunch times, except in cases of emergency. There should be no more than one student in an individual toilet cubicle and students are expected to not loiter in the toilet areas. Students that fail to meet this expectation will be sanctioned with an Afterschool Detention.

g) Smoking and Vaping

Smoking and vaping are strictly prohibited on school site at all times. Any student caught engaged in either of these activities will be sanctioned in line with the information in Section 8d of this policy. Students suspected of engaging in these activities can expect to be searched and a decision on sanctions based on the balance of probabilities. Faringdon Community College will sanction students if they are found to be within a group of students where smoking or vaping is happening, whether they are personally involved in the activity or not.

h) Vandalism and the School Environment

At Faringdon Community College we are proud of our school site and want our students to benefit from an environment that is free from vandalism and set up for positive learning experiences for all. The maintenance of the school environment is a community responsibility borne by all members of our community. Any acts of vandalism towards the school site or property will be challenged and sanctioned, most likely with a suspension from school. Faringdon Community College reserves the right to request a reparative payment from parents/carers in instances of vandalism caused by a student.

i) Use of CCTV

We have a number of CCTV cameras around our school site, to help support the safeguarding of students and the maintenance of order and good behaviour. We may refer to CCTV information when dealing with incidents in school. Any use of CCTV will be conducted within the guidelines set out in our Use of CCTV Policy found on our website.

j) Malicious Allegations

Any allegations made against a member of staff by a student will be investigated thoroughly in school. If the investigating officer considers an allegation to be malicious, as defined by KCSIE, we reserve the right to utilise the Behaviour and Discipline Policy to apply sanctions.

Section 5: Community Expectations

a) General

A key aspect of our school is that we are a Community College. As such we have high expectations of our students not just on school site but within the community also. It is important to us that our students represent the school and local community positively in all of their endeavours and as such we reserve the right to sanction students where their behaviour in the community challenges the good reputation of Faringdon Community College. Any student wearing their school uniform and behaving in an inappropriate manner outside of school will be dealt with through this behaviour policy. Where a student is not wearing their uniform, we reserve the right to respond in a similar manner where required.

b) Online Conduct

A key component of student behaviour in the community involves online activity, including the use of social media. Faringdon Community College is committed to responding to concerns raised about student activity on social media, including activity that is discriminatory or of a bullying nature, as set out in Section 4c of this policy. Each incident will be investigated and an appropriate course of action decided upon, likely as a balance of educational, disciplinary and restorative responses.

It remains parental responsibility to monitor and manage their child's behaviour, conduct and ability to remain safe online. At Faringdon Community College we will actively support parents in this through our PSHE programme and in school safeguarding events. Such issues will also be addressed through the school curriculum, assemblies and wider pastoral work.

When investigating such concerns, it may be necessary to look at a student's mobile phone. Therefore inline with our Child Protection Policy and as noted above in Section 4e we reserve the right to examine a student's mobile phone where we believe it may help prevent or respond to a safeguarding, bullying or behavioural concern.

Section 6: Rewards

At Faringdon Community College there is an expectation that all staff will praise students as a matter of routine, where appropriate. This sense of positive encouragement, coupled with high quality teaching are the driving forces behind engaging students and enhancing their learning experience. Rewards can be both formal, as noted below, and informal and are designed to serve three main objectives.

- i. Recognising where students are working consistently hard on their academic learning.
- ii. Acknowledging where students are consistently demonstrating outstanding behaviour and embodying the school values.
- iii. As a way of incentivising students to change, both in their learning and/or behaviour.

It is our belief that great learning happens through a culture of consistently developing great relationships, acknowledging and praising outstanding effort and behaviour and celebrating these achievements with peers in school and with home. To support this Pastoral Teams, Form Tutors and other school staff will use a variety of informal methods of praise, sitting alongside our school rewards systems. This could include phone calls home, the use of celebration assemblies, or other approaches designed to reward a range of students.

a) Achievement Points

One of the main methods of providing regular praise for students is through the use of Achievement Points. These are expected to be given out by all staff to students in their classes and can be provided for a variety of reasons, generally linked to the student's learning and progress. They might be given out in response to specific pieces of outstanding work, or for continued high levels of effort and should provide an opportunity for staff to praise a range of students.

The accumulation of Achievement Points by students is recognised formally at the end of each term with a celebration assembly. In these assemblies certificates are used to recognise those students with high numbers of Achievement Points as well as those students who have made the biggest improvements from term to term. Again, this provides an opportunity to reward as great a range of students as possible and provides incentive for all students to try and improve on a termly basis.

b) Character Credits

At Faringdon Community College the student's character is of great importance to us. We encourage all of our students to embody the school values of **Kindness, Honesty, Respect** in all of their interactions within our community. As such a key aspect of our rewards system is the use of Character Credits. These are rewards that can be provided by all staff in recognition of students whose actions define our school values. These actions can be the consistent meeting of the values, or for more one-off incidents that demonstrate a commitment to supporting and improving the school community. Character Credits allow students to access a range of bespoke rewards, such as 'jump the queue' lunch passes, or a hot chocolate with the Headteacher. As with all of our rewards there is the expectation that staff will use Character Credits frequently in recognising outstanding student commitment to our school community at Faringdon.

c) End of Term Rewards

At the end of each term students in each year group will have a celebration and rewards assembly. This is an opportunity for staff to praise the cohorts as a whole and also to

recognise both individual achievement and individual improvement. The use of certificates to recognise student Achievement Points is a key part of these assemblies. Certificates will be provided for those students meeting specific criteria as noted below:

- i. Top 10% of the year group for total Achievement Points gained across the whole year
- ii. Top 10% of the year group for Achievement Points gained in that term
- iii. Students with 100% attendance throughout the year.
- iv. Students nominated by their Form Tutor, Head of Year or Senior staff for their improvement, progress or attitude throughout that term.

As well as certificates each Head of Year has the scope to use a range of other rewards in order to challenge, motivate or praise their cohort of students. Some examples of this could be reward afternoons, reward breakfasts/lunches or other approaches deemed appropriate by the Head of Year. As with all of our rewards at Faringdon Community College these are designed to enable all students to be able to access them through their effort, both continued and improved.

d) End of Year Rewards

As well as the use of termly rewards, at Faringdon Community College we also take the opportunity to reward students formally at the end of the school year. This is an opportunity to recognise effort, achievement and improvement across the school year. As with our termly rewards the gaining of Achievement Points is the key currency for our end of year rewards. Certificates will be provided for those students meeting specific criteria as noted below:

- i. Top 10% of the year group for total Achievement Points gained across the whole year
- ii. Top 10% of the year group for Achievement Points gained in the final term of the year
- iii. Students with 100% attendance throughout the year.
- iv. Students nominated by their Form Tutor, Head of Year or Senior staff for their improvement, progress or attitude throughout the year.

In addition to these certificates we also recognise performance in individual subject areas across the year, with our subject badges. Each subject area will nominate two students from each year group to win a badge which can be attached to their school blazer. These badges can be earned through outstanding academic performance, but also for effort, improvement or other aspects of their work in that subject area that has been sufficiently impressive to the teacher or department.

As with our end of term rewards each Head of Year has the scope to use a range of other rewards in order to challenge, motivate or praise their cohort of students. These are designed to enable all students to be able to access these rewards across the year.

e) House Points

At Faringdon Community College we run a House system, with each of our students representing one of 4 Houses across their time at the school. Our 4 houses are

- Evenlode
- Cherwell
- Thames
- Windrush

Throughout the school year there are a range of House competitions, affording students the opportunity to represent and win points for their House. Students gain House Points through the act of representing their House, as well as their success in the various competitions set. Competitions will take in as many areas of the school as possible, allowing all students to find an area in which they can contribute and excel. A running tally of House Points throughout the year will culminate in the announcement of the winning House at the end of the year, with a celebration and bespoke rewards on offer at this stage.

Section 7: Consequences for Lesson Based Misdemeanours

Whilst the vast majority of students spend their time operating within the school rewards framework, there are a set of steps in place for those students who do not meet our expectations in lessons. There are 6 key phases to the Faringdon Community College Behaviour System.

It is essential that all students, parents/carers and teachers understand this policy and its consequences. At all times this policy is designed to support students to make good decisions and thereby avoid unacceptable behaviour and maintain a positive and productive learning environment. At Faringdon Community College we aim to ensure that each student is able to benefit from disruption free learning at all times, with the steps laid out in this policy being a key component in enabling this to happen.

Each member of staff must operate within the framework. Students must not be sent from classes without the behaviour policy having been followed by the member of staff teaching the lesson. This should only occur when a student either causes persistent disruption to the learning of themselves and/or their peers, or where we have an incident of a more serious nature.

a) Phase 1: C1

It is anticipated that a number of students will occasionally receive a C1 warning in their lessons. We aim to help our students become effective self-regulators and it is expected that as they mature, the overwhelming majority of their interactions in lessons will be positive. We require our students to become accustomed to operating within our learning framework. This will include settling to work quickly, listening properly to all instructions and ideas of others and participating constructively.

The C1 warning is designed to indicate to students that they have done or are doing something unacceptable in the learning environment. It is important that students understand they have been issued with a C1 warning by the member of staff. This needs to be clearly communicated to the student, along with an explanation of the behaviour that is being challenged.

C1 warnings must not be given on a blanket basis to a whole class.

b) Phase 2: C2

Where a student continues to behave in an unacceptable manner causing disruption to learning, they will be moved to phase 2 of the behaviour system. This is being issued with a C2. This must be recorded on BromCom by the class teacher as a C2 behaviour incident, with an appropriate description of the behaviour tagged to the recording.

The C2 sanction is designed to indicate to students that they have continued to disrupt the learning in the classroom. As with the C1, the C2 sanction needs to be clearly communicated to the student, along with a further explanation of the behaviour that is being challenged.

The C2 sanction will also be accompanied by the student being relocated to another seat in the classroom. This is to provide the student with the opportunity to effectively reset in the classroom and prevent any poor behaviour from escalating further.

A student that is issued with a C2 will be entered for a subject detention by the class teacher. This detention is primarily used for students who have not completed homework. However, its use can be flexible and is at the discretion of the Subject leader.

c) Phase 3: C3

Where a student continues to disrupt the learning in the classroom, despite receiving both a C1 and C2 warning, they will be issued with a C3. This is a serious consequence. At this stage the student will be relocated from the classroom to the reflection Room, where they will spend the remainder of the school day (see Section 7e). It is understood that at this stage the student will have provided considerable and persistent disruption to the learning in the classroom. For issues of persistent disruption it is essential that students have been moved through the phases of the behaviour system and are aware of why they have been issued with the C1, C2 and C3 sanctions. Students must not be sent for trivial reasons.

Students receiving a C3 will have the incident logged on BromCom, along with an appropriate description of the behaviour that occurred. The staff member that has issued the C3 will make a phone call home to discuss the incident with the student's parent/carer. Other than in exceptional circumstances that will happen on the day of the incident. The staff member will also meet with the student before their next scheduled lesson to hold a restorative conversation. This is an essential part of the school approach to behaviour as it recognises that repairing the teacher and student relationship following an incident is key to the long term success of the student.

When issued with a C3 the student will be sent to the school reflection Room. They are expected to make their way immediately to the Reflection Room. They will also be issued with an Afterschool Detention, which will be completed by the student on the next available school day (Section 7d).

As well as persistent disruption to learning, there are also times when a student may need to be issued with an immediate C3 sanction. In these cases the student will not receive a C1 or C2 and will be immediately moved to Phase 3 of the behaviour process. This is reserved for specific serious behaviour incidents and a list of such incidents is noted below:

- I. Swearing directly at another student or adult in the classroom
- II. Physical assault of another student or adult in the classroom
- III. Fighting
- IV. Other behaviour deemed to be threatening or causing danger to others

In these cases the student will receive a C3 and relocated to the Reflection Room as noted above. Depending on the nature of the incident there may need to be further sanctions of a more serious nature. These are shown in more detail in Section 7f.

d) Phase 4a) Afterschool Detention

Students issued with a C3 will automatically gain an Afterschool Detention. These will take place the following school day from the incident. Communication of the detention will be sent home through the BromCom system so parents/carers are aware and can arrange for suitable transport home from school where required. Afterschool detentions take place in the Main Hall and run from 3:10pm to 4:10pm.

Students are expected to arrive promptly for their detention. They will be required to sit at a desk, remove their coats and bags and complete tasks set by the member of staff running the detention. These tasks may change over time but could include written work or reading. Students should attend their detention in full school uniform. Where a student has had a PE lesson for Period 5, it is expected that they will have changed back into their school uniform before attending the detention.

Our high expectations of student behaviour remain in place for detentions. Students are expected to arrive on time, work in silence and not try to communicate in any way with other students in the detention. Where a student does not meet these expectations they will fail the detention. If this happens the student will be asked to leave the detention and further sanctions will follow. This also applies if the student fails to turn up to the detention. The student will complete the following school day in the Reflection Room and will also repeat the Afterschool Detention the next day. A failed detention will be communicated to parents/carers by a member of staff with a phone call.

e) Phase 4b) Reflection Room

At Faringdon Community College the Reflection Room serves two main purposes:

- i) As a consequence for disruptive or serious student behaviour
- ii) As an opportunity for students to reflect on their behaviour, supported by members of staff

The reflective element of the room is a key part of the school's approach to working with students. As noted in the bullying section of this policy, long term and sustained change is

driven by a mixture of educational, disciplinary and restorative actions. The reflection Room provides the opportunity for all three of these actions to be met.

Students may arrive in the reflection room for a variety of reasons, noted in previous sections of this policy, and at different points in the school day. It is important that all students follow instructions on arrival and continue to do so throughout their time in the room. Each student will be required to hand in their mobile phone and place their coats and bags on the pegs provided. They will sit at a desk and work through a variety of tasks throughout the day. Students in the Reflection Room will work on a curriculum of learning, including literacy and numeracy work, as well as time devoted to reading. Elements of this curriculum will change throughout the year, but the key point here is that the Reflection Room provides a positive and purposeful learning environment.

Whilst in the Reflection Room the high expectations of student behaviour remain. Students are expected to work in silence, follow instructions and comply with school uniform policy. Where this does not happen the student will be given a warning. This is an opportunity for the student to correct the behaviour that they are showing. As with the earlier phases of this behaviour process it is essential that a warning is clearly communicated to the student, along with an explanation of the behaviour that has prompted this warning.

In cases where a student continues to not meet the expectations set out in the Reflection Room they will be given a 2nd and 3rd warning if required. At the point where a student is issued with a 3rd warning, they will be deemed to have failed the Reflection Room phase. At this stage a member of the school Senior Leadership Team will be contacted, and the student will be moved to phase 5 of this process, which is suspension from school.

It is important to note that students are expected to take themselves to the reflection Room when sent there. Students who fail to turn up at the room when required to do so will be deemed to have failed this phase of the behaviour process and will be suspended from school. We expect all students that are sent to the Reflection Room to arrive there in a reasonable time.

Where students are failing to follow staff instructions to attend the Reflection Room, they will be asked 3 times formally to comply. The staff member will state that they are asking the student formally to follow their instructions. If a student continues to fail to follow instructions after these 3 formal requests they will be moved to the next phase of the behaviour system, suspension from school.

f) Phase 5: Suspension

Suspension from school is a very serious consequence and can only be signed off by the Headteacher, or the Deputy Headteacher when acting in the absence of the Headteacher. Students that are suspended from school will have to leave school site and will not be allowed to return until the period of suspension is completed. A reintegration meeting will take place on the student's return, which will be attended by the student, their parent/carer and members of school staff. Generally, this will include a member of the school Senior Leadership Team, as well as the relevant Head of Year and other staff as maybe required. The reintegration meeting is the opportunity to formally address the concerns raised by the student's behaviour and to put in place actions designed to support the student and prevent further issues. When a student is suspended from school, a Pastoral Support Plan will be put in place in their reintegration. This is designed to provide the support required to help enable a student to effectively engage in their education. Guidance on the specific details of the reintegration process following a period of suspension can be found in appendix ii of this policy.

The suspension consequence will be used in cases where a student has failed the Reflection Room, as noted in Section 7e of this policy. It is also used to deal with serious one-off incidents. Every behavioural incident will be judged on its individual merits but the types of behaviour that would lead to an immediate suspension from school are noted below:

- I. Malicious use of the fire Alarm
- II. Fighting
- III. Physical assault of staff member (s) or student (s)
- IV. Possession of drugs
- V. Possession of a weapon (s)
- VI. Refusal to comply with a bag search
- VII. Leaving school site without permission
- VIII. Damage/vandalism of school property
- IX. Threatening behaviour
- X. Verbal abuse of staff
- XI. Bullying
- XII. Racial harassment
- XIII. Sexual harassment
- XIV. Abuse relating to protected characteristics
- XV. Other behaviour deemed to be dangerous or serious in nature

If following a period of suspension, a student continues to demonstrate similar types of behaviour that warrant the same level of consequence, then further suspensions can be applied. Where a student accrues a number of suspensions in the school year they will be

required to meet, along with their parents/carers, with the school governing body. It is an expectation that students and parents/carers engage with these panels. This meeting is triggered by a student accruing either 10 days of suspension in a school year, or 5 instances of suspension. Please see appendix iii for more information on this process. This is an extremely serious consequence and could lead to a student being moved to phase 6 of the behaviour process, permanent Exclusion.

g) Phase 6: Permanent Exclusion

Permanent Exclusions from school are in the hands of the Headteacher and the school's Governing Body. This is the most serious consequence available to schools and results in a student being permanently removed from the school community. Permanent Exclusion can be used to deal with an accumulation of incidents or in response to a one-off serious incident. In cases of this being used to deal with an accumulation of incidents, Appendix iii gives indication of the types of support and preventative measures that the school will have used to try to avoid reaching this phase of the behaviour process.

When a student is permanently excluded, the College follows the Department for Education's guidance laid out in, "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (September 2022), along with the guidance issued by the Local Authority. This includes the governing body's duty to review the headteacher's exclusion decision.

Section 8: Consequences for Around School and Community Misdemeanours

At Faringdon Community College we have high expectations of students both in the classroom and in their conduct around school site. This also extends to how they conduct themselves in the community as representatives of our school and members of the local community. This school Behaviour Policy ensures that poor behaviour in any of these contexts is able to be challenged robustly. We expect our students to embody the key values of the school in all of their interactions, showing **Kindness**, **Honesty** and **Respect** in all that they do. We believe this is key in maintaining a purposeful learning environment for all students, as well as being essential in making Faringdon Community College a positive place for students and staff alike.

a) Lateness

As noted in previous sections of this policy, we expect our students to arrive at lessons, meetings and other associated school appointments in a timely manner. This is in part to ensure productive starts to lessons etc, but also as part of our work in preparing students for life outside of school when they reach either the Post-16 or Post-18 stage. It is our

expectation that students arrive to their lessons on time, with the correct equipment and ready to begin learning.

Where a student arrives later than 5 minutes into the start of a lesson or Form Time, they will be challenged by the member of staff present. It is expected that where students have a valid reason for being late, they will have a note in their planner from a member of staff to confirm this. If this is not the case the student will be given a late mark on the register. This is noted on the register as an 'L'. It is important to note that it is the student's responsibility to ensure that, where appropriate, they have a note to explain any valid lateness.

If a student accumulates 2 late marks in the register across a week, they will automatically be moved into an Afterschool Detention. These will take place the following Monday after the week in question. If a student accumulates 5 or more late marks across the week, they will automatically be moved into the Reflection Room for the following Monday. In both of these instances confirmation will be sent home through BromCom to parents/carers on the Friday of the week in question.

b) Truancy

As noted in the previous section, the expectation at Faringdon Community College is that students will attend their lessons on time and ready to learn. Where that is not the case a range of consequences will be applied.

Where a student arrives at a lesson later than 10 minutes after the start, they will be challenged by the member of staff present. As with lateness, if there is a valid reason for this then the student must have an appropriate note in their planner to confirm this. Again, the responsibility for ensuring a note is present lies with the student. If there is not a valid reason for the arriving later than 10 minutes into the lesson, they will be marked as truant on the register. This will be noted on the register as a 'T'.

If a student is given a truancy mark in the week, they will automatically be moved into an Afterschool Detention, to take place the day following the incident of truancy. If a student accrues a 2nd truancy mark within the week, they will automatically be moved to the Reflection Room on the day following the 2nd instance of truancy. As with lateness consequences, this will be communicated to parents/carers through the school BromCom system.

In cases where a student refuses to go to a lesson or Form Time and is wandering the school site, they will be immediately moved to the Reflection Room for the remainder of the day. They will also have an Afterschool Detention the following day. If a student refuses to attend the Reflection Room they will be suspended from school, as noted in Section 7f of this policy.

c) Fire Drill

At various times throughout the school year we will hold a Fire Drill. This is to ensure that in the event of an emergency, students and staff alike are well drilled on the process of exiting the school building safely. It is important that during these drills all students operate quietly and follow all instructions given by members of staff. In cases where students do not meet the requirements in a Fire Drill they will be given an Afterschool Detention.

d) Smoking and Vaping

Students suspected of engaging in these activities can expect to be searched and a decision on sanctions based on the balance of probabilities. Faringdon Community College will sanction students if they are found to be within a group of students where smoking or vaping is happening, whether they are personally involved in the activity or not.

If a student is caught smoking or vaping then they will be suspended from school. Students found to be within a group of students where either smoking or vaping is going on will be given an Afterschool Detention.

e) Verbal Abuse of Staff

As noted in Section 7f of this policy, verbal abuse of staff by a student (s) will result in a suspension from school. On their return to school it is expected that the student (s) will make an apology to the member of staff who was the victim of this verbal abuse. This will form part of the student's reintegration meeting and is essential in helping to rebuild and restore the relationship between student and staff member.

f) Other and Serious Incidents

In cases where more serious behaviour incidents have occurred around the school site, or in the local community, a range of consequences could be used. Each case will be judged on its individual merits and an appropriate sanction decided upon from there. This could include consequences such as the Reflection Room or Suspension. Incidents of a serious nature that would lead to such actions being taken are detailed in Sections 7e and 7f of this policy.

Other bespoke consequences may be used also, to try and resolve specific situations. These could be determined by members of the school Senior Leadership Team, Heads of Year, or other key staff. Each example of such consequences is designed to address a behavioural incident, as well as providing the student with the opportunity to reflect on their role in the situation.

Section 9: Reasonable Adjustment and Supporting Students with SEN

a) General

Faringdon Community College has a comprehensive to supporting students with Special Educational Needs. We retain high expectations of all students as this is vital in ensuring excellent standards of behaviour for all pupils and securing a climate for learning in which every student can thrive.

Teachers, pastoral and SEN support staff know students well and, when it is required, reasonable adjustments can be agreed for students to ensure that they can continue to operate within the school behaviour systems. These adjustments will be made proactively and are based on a secure knowledge of the specific needs of the student.

While staff will consider whether a student's SEND has contributed to their behaviour, the crucial test will be whether the student understood the rule, or instruction given and whether the student was unable to act differently at this time as a result of their SEND. In such cases there may still be a consequence for the student, however this may be adapted to ensure that it is reasonable and appropriate.

Section 10: Sixth Form Expectations

At Faringdon Community College we are very proud to have a vibrant and thriving Post-16 pathway. Our growing Sixth Form provides further opportunity for our students to engage in positive and purposeful learning, as well as to continue developing as a young person within our community and embodying our school values. As with the lower school we have very high expectations of our sixth form students. They are role models for the lower school students and are expected to act in that way throughout their time at Faringdon community College Sixth form.

a) Attendance

Students attending faringdon Community College Sixth Form are expected to have excellent attendance. Students must attend every morning and afternoon Registration period as well as all timetabled lessons. Where a student does not have a timetabled lesson, there are

study rooms available to support independent study and further work towards student's A Level courses. Any examples of planned absence must be supported with written/emailed permission from parents/carers and it is the student's responsibility to communicate this with their subject teachers.

Where students have attendance that drops below 95%, their position in the Sixth Form will be in jeopardy. Further information in this regard can be found in the Faringdon Community College Sixth Form Contract, located on the school website.

Where students are leaving or returning to school site during the day, for valid reasons, they are expected to sign in/out on the sheets located outside the Sixth Form Office. Alongside this, Sixth Form students are expected to wear their identification lanyards at all times when on school site.

b) Dress Code

Whilst there is no specific uniform for students attending Faringdon Community College Sixth Form, there are some requirements that must be met. Each student is expected to dress professionally and respectfully, as a representative of the school community. Should a student be deemed to have not met these requirements, they will be sent home to get changed.

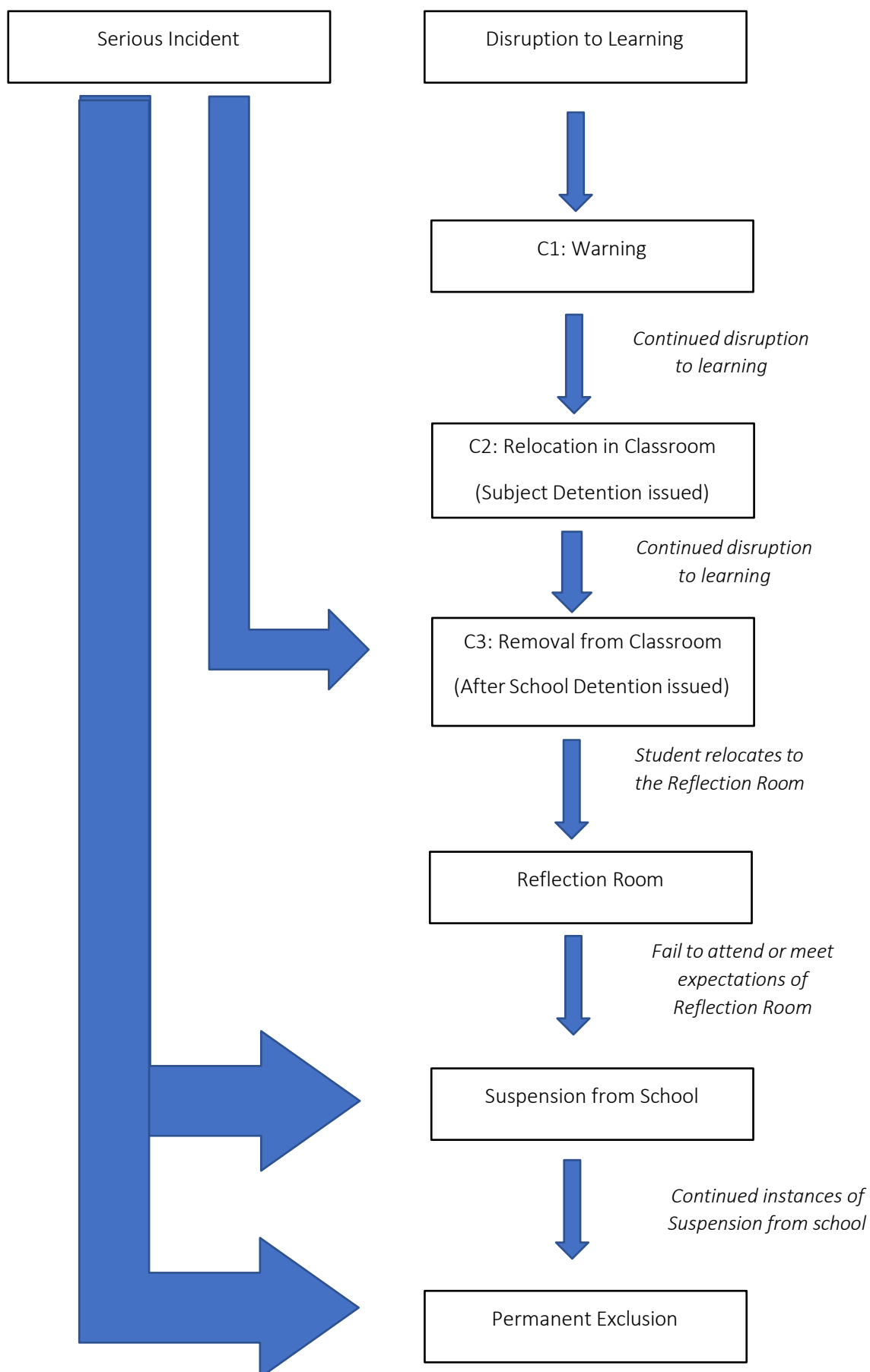
c) Equipment and Mobile Phones

Sixth Form students are expected to arrive at all of their timetabled lessons with the equipment required for their learning. Mobile Phones and AirPods are not permitted to be used in the classroom or around the school site at any time. Where a student is found to be doing so, they will be referred into the Sixth Form team, who will utilise the disciplinary process set out in the Sixth Form Contract where appropriate.

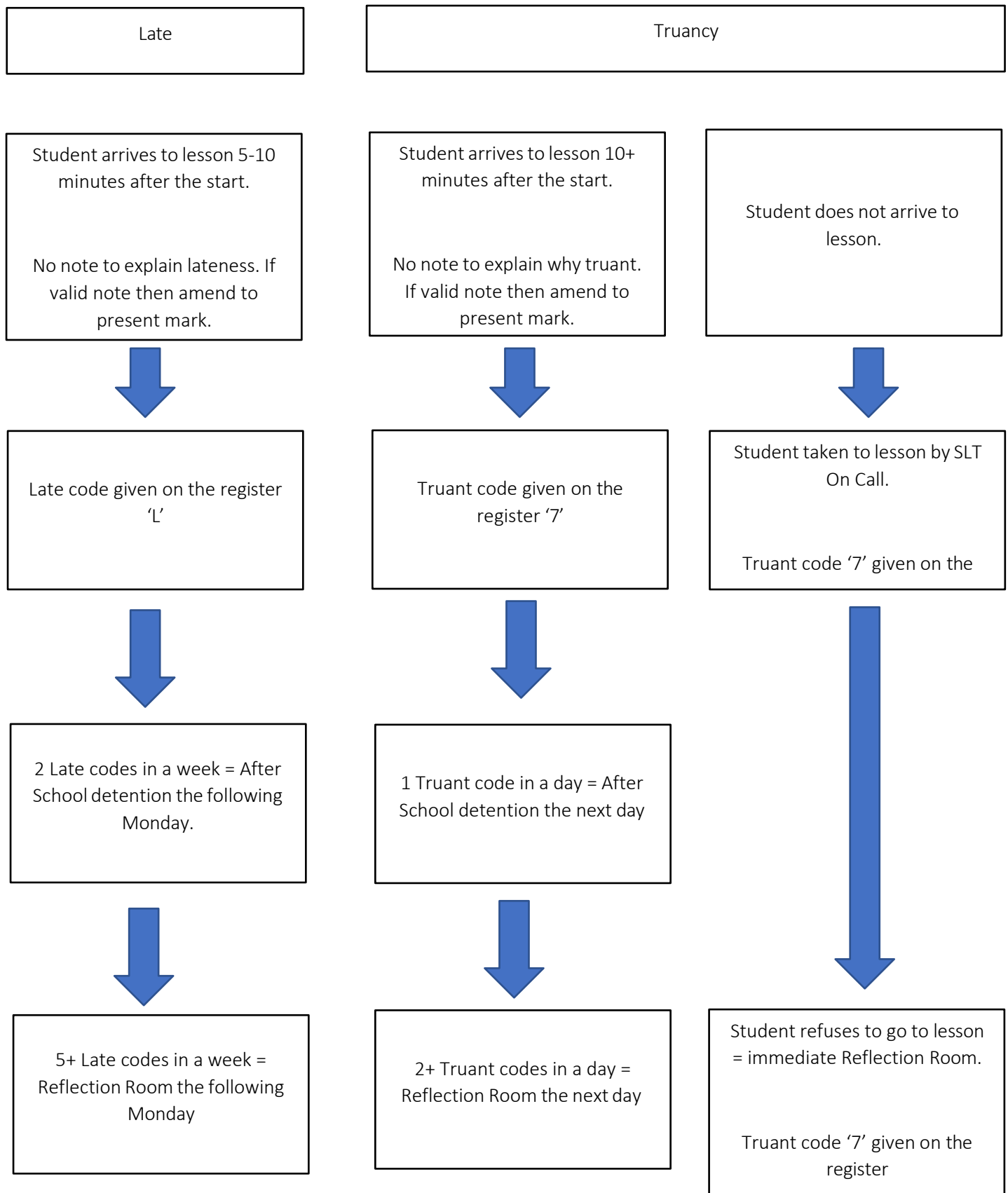
d) Behaviour and Discipline Process

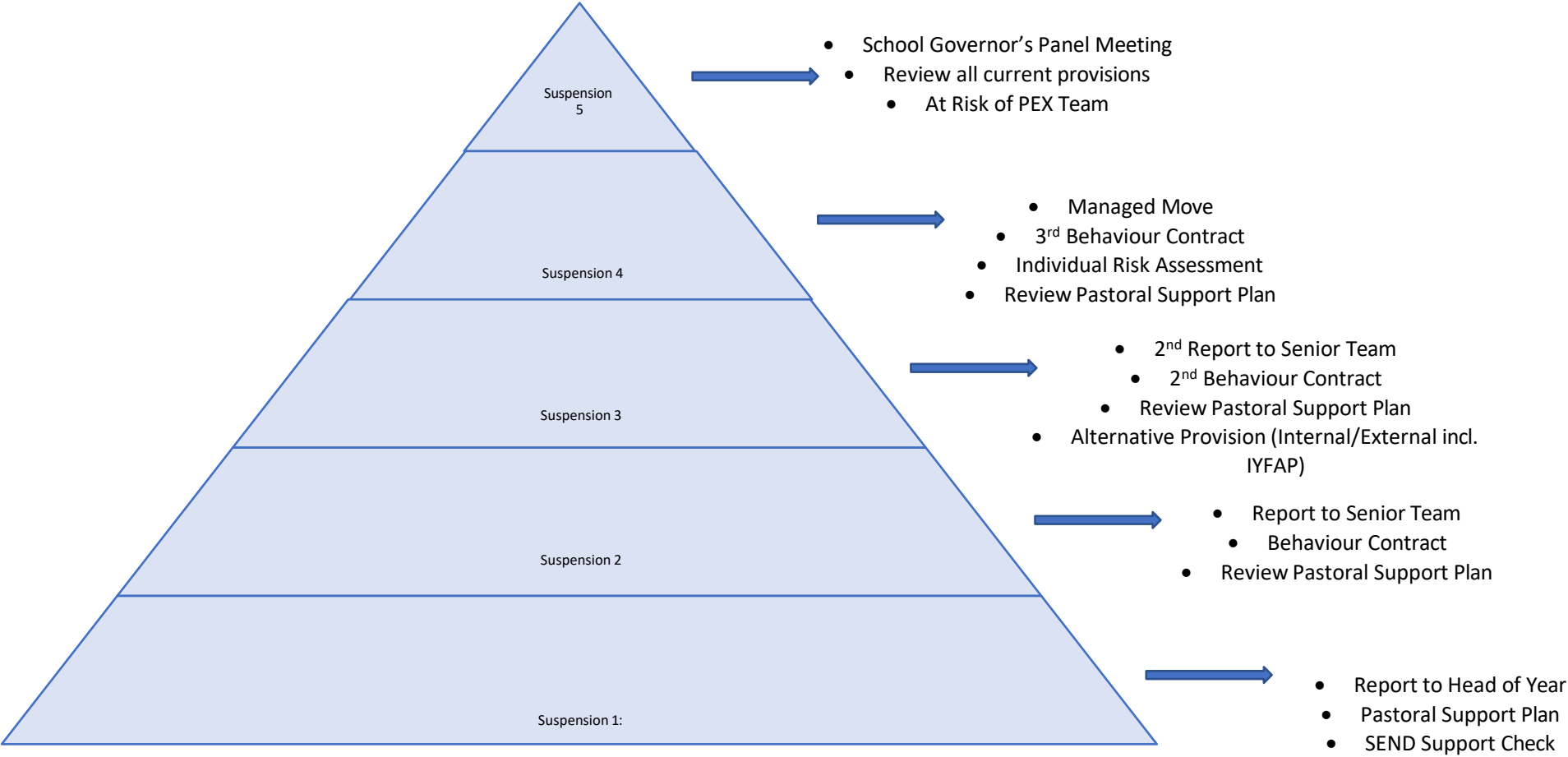
As noted above we have very high expectations of our Sixth Form students at Faringdon Community College. Whilst there is a difference in approach for students entering Post-16 study, it is still required that they meet the values of the school and follow the expectations set out before them. Each student entering the Sixth Form will be required to sign the Sixth Form Contract. This sets out in more detail the points noted here in Section 9 of the Behaviour Policy, as well as providing information on the disciplinary process used for Post-16 study students.

Appendix i: Lesson Consequences Flowchart



Appendix ii: Around School Consequences Flowchart





Note: The School Governor's Panel meeting is scheduled when a student either:

- I. *Reaches their 5th incidence of suspension in a school year*
- II. *Reaches 10 days of cumulative suspension in the school year*

Appendix iv: List of Prohibited Items

At Faringdon Community College we follow the DFE guidance on searching and screening students. School staff can search students for any item if the student gives consent. The Headteacher and staff authorised by them can search a student and their possessions without their consent, if they have concerns that a student may have a prohibited item. Items noted as prohibited by the DFE are as follows:

- Knives or Weapons
- Alcohol
- Illegal Drugs
- Energy Drinks
- Stolen Items
- Tobacco or Cigarette Papers and Vapes
- Fireworks
- 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 to, or damage to the property of, any person (including the pupil)