



Faringdon Community College

Positive Behaviour and Relational
Policy
2025/26



Faringdon Community College

Positive Behaviour and Relational Policy

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Section 1: Introduction

At FCC we believe that positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management supports to create and protect the positive relationships built within the whole school community.

FCC is committed to providing welcoming, calm, secure learning environments where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school community to respect the feelings of others and to treat people with kindness and dignity.

This document sets out our underlying philosophy on behaviour and the key aspects of our Positive Behaviour and Relational 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 FCC Positive Behaviour and relational approach has three distinct purposes, which is informed by the Cambrian Learning Trust Behaviour principles;

<https://www.cambrianlearningtrust.org/attachments/download.asp?file=633&type=pdf>

- 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 approaches when not meeting these
- iii. To provide clear guidance and expectations which enable all staff to contribute effectively to the maintenance of high standards of behaviour within the school.

At the centre of the FCC Positive Behaviour and Relational 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 Positive Behaviour and Relational Policy is non-negotiable for all stakeholders. All staff are expected to always operate within the policy framework. To

support this all FCC staff will undertake staff training on the implementation of this 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 positive behaviour and a relational approach.

Relationships underpin all that we do and we approach behaviour from this viewpoint. We aim to embed a culture of the Restorative Practice approach. Restorative Practice is all about relationships; making, maintaining and, when necessary, repairing relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. Through the restorative approach we aim to develop a culture with a practical goal of strengthening relationships through open and honest dialogue. Through the restorative approach a community exists where people have empathy, compassion and understanding for one another.

A restorative school instils in students the importance of doing the right thing for the right reasons. It involves holding people to account in a meaningful and constructive way, agreeing clear boundaries to work within and providing the right support and encouragement to reach agreed goals. It's about working 'with' people at every opportunity.

The aim for FCC is to provide nurture and support alongside clear boundaries and expectations of behaviour. We recognise that behaviour is a form of communication and work hard to respond appropriately to this. Adults in school are trained to recognise these needs and feelings and help students to understand and regulate their own behaviours.

b) Behaviour Principles

The FCC Positive Behaviour and Relational Policy ensures that our key principles of behaviour are met. These are outlined below:

https://www.cambrianlearningtrust.org/attachments/download.asp?file=633&type=p_df

- i. All students are able to learn in a purposeful environment 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 are trained to support dyregulated behaviours, in order to ensure the consistent provision of an outstanding learning environment and the reset room is available to supports student to re-regulate

- iv. There is an emphasis on recognition, reward and praise which enables all student achievements to be recognised through epraise.
- v. The policy provides clarity on all aspects of behaviour which supports students, parents/carers and staff in maintaining an outstanding, nurturing and respectful 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: Belong, Believe, Aspire, Achieve. We also expect students to follow our core school rules, under the banner of 'Ready, Respectful, Safe'.

d) Legislation

The FCC Positive Behaviour and Relational Policy reflects the legislation enacted by the Education Act 2011. This act reinforces, supersedes and replaces previous guidance, particularly:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010 Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2024
- Use of reasonable force in schools Supporting students with medical conditions at school.
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

Section 2: Journey to School Expectations

a) General

At FCC we have high expectations of our students and their positive 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 FCC 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 FCC, which is important to staff, Governors, students and families. 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. If the school's values are not aligned with student behaviour then the school reserves the right to implement appropriate sanctions.

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 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 3:10pm in the correct line for their bus.
- iv. Behave appropriately whilst on the school buses and in line with school expectations.

FCC 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, FCC 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 positive reputation of FCC and to protect both our students and the local community.

Section 3: Lesson Expectations

At FCC we have an agreed set of expectations which are positive and inclusive so that we can operate in a purposeful, 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 and align with the 'FCC WAY'

- **F** – First attention to best conduct
- **C** – Cultivated relationships
- **C** – Calm, purposeful entrance and exit
- **W** – Welcoming and inclusive learning environments
- **A** – Ambition for all
- **Y** – You're ready

a) Attitude to Learning

Our aim is for 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 explored in line with the lesson sanctions noted in section 7.

We expect our students to show our value of respect by listening to others e.g. 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 contribute to 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 FCC we expect our students to arrive to their lessons on time and with the correct equipment (pen, pencil, eraser, ruler, pencil case, pencil sharpener, highlighter, glue stick) with which to begin their learning.

Equipment also extends to school uniform and it is expected that students will arrive at each lesson in the correct full school uniform. It is also expected that phone pouches are locked and kept within a student's school bag. More details on mobile phones can be found in the FCC mobile phone policy.

Section 4: Expectations around school

At FCC 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 be 'ready to learn', 'be respectful to others' and to conduct themselves in a 'safe manner' in all of their interactions around school, helping to ensure that our school community remains a caring and positive environment.

During unstructured times (breaks and lunches) and in their movements around school we expect our students to continue to demonstrate behaviour that is in line with our school values. Where that is not the case students will be encouraged by staff to rectify this behaviour. 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.

a) Uniform

At FCC we believe that high standards of school uniform lead to greater standards of behaviour and focus. This contributes to 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.

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, 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 positively on their arrival to the classroom as part of the settled start to a FCC lesson. If a student is late to lessons the school reserves the right to issue an appropriate sanction.

c) **Anti-Bullying**

At FCC 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 FCC. 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 FCC 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:** FCC will use every level of the behaviour system to challenge examples of, and repeated examples of discriminatory behaviour
- iii. **Restorative Actions:** Where appropriate we will seek to utilise restorative conversations to challenge discrimination and support the educational actions outlined above.

Our approach at FCC is to create an environment where discriminatory behaviour is effectively challenged and that students feel safe and are able to learn and grow. It is vital to us that students trust us to respond effectively to every concern and that as a result they feel respected 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 FCC.

d) **Mobile Phones**

We have a 'See It, Hear It, Lose It' policy towards mobile phones

at FCC. This policy extends to headphones and airpods. Further information can be found on our website under the Mobile Phone Policy. Student use of mobile devices is prohibited anywhere on school site. 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. It is expected that all students place their mobile phone in their phone pouch on arrival at the school perimeter before entering the site at the 'locking stations'. A student's phone must remain in their phone pouch, switched off until the end of the day. Students are then permitted to open their phone pouch at the relevant exit point prior to leaving site.

e) Banned Items and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents/carers if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exceptions below, the authorised member of staff carrying out the search will be the same sex as the student and will be with another member of staff present as a witness to the search.

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and/or**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to a member of the leadership team and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or

Deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, Deputy/Assistant Headteacher, DSL (or Deputy) or Pastoral/Inclusion lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including but not limited to:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in Section 3.
- If they believe that a search has revealed a safeguarding risk.

Informing parents/carers

Parents/Carers will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

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 who fail to meet this expectation will be sanctioned. The school reserves the right to escalate this sanction depending on the severity of the toilet misuse.

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. Students suspected of engaging in these activities can expect to be searched and a decision of appropriate sanction based on the balance of probabilities may be set. FCC 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 FCC 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 collective responsibility borne by all members of our school community. Any acts of vandalism towards the school site or property will be challenged and sanctioned as appropriate. FCC 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 maintaining high standards of behaviour. We may refer to CCTV information when assessing incidents in school.

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 Positive Behaviour and Relational Policy as appropriate.

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 endeavors, and as such we reserve the right to challenge negative behaviours in the community. Any student wearing their school uniform and behaving in an inappropriate manner outside of school may be challenged in line with this behaviour policy. Where a student is not wearing their uniform, school 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. FCC is committed to responding to concerns raised about student activity on social media, including activity that is discriminatory, of a bullying nature, or brings the school into disrepute. 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 FCC 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 (see Mobile Phone Policy). Therefore, in line with our Safeguarding & 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: Recognition and Rewards

At FCC 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 supporting 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 recognise and reward. The school uses epraise to publish merits for students.

a) Merits

One of the main methods of providing regular praise for students is through the issuing of merits via epraise. 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 merits by students is recognised formally within the epraise platform.

Section 7: Consequences for Lesson Based Misdemeanors

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.

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 FCC 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 Positive Behaviour and Relational 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.

Behaviour steps

a) 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 and encourage a quick way for them to get back on track. 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) 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 epraise 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 may be accompanied by the student being relocated to another seat in the classroom, at the teacher's discretion. This is to provide the student with the opportunity to effectively reset in the classroom and prevent any poor behaviour from escalating further. Teachers will have a restorative conversation with a student who receives a C2, with the aim of seeing improved behaviour.

c) 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 another classroom in that subject area (where relevant) in line with the departmental parking timetable, where they will spend the remainder of the lesson. 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 epraise, 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.

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. Please note that this is not an exhaustive list:

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

In these cases the student will receive a C3 and be relocated to

another on-site location, as deemed appropriate by a senior member of staff.

d) After School Detention

Students issued with a C3 will automatically gain a 30 minute afterschool detention. Detentions take place on a Monday and Wednesday after school. The detention starts at 3.15.

Students are expected to arrive promptly for their detention (within the first five minutes). 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. The detention time may also be used as an opportunity for staff to engage in a 'restorative conversation' with students, where relevant. Students should attend their detention in full school uniform. Where a student has had a PE lesson during lesson five, 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 their detention will be deemed incomplete and as a result a separate sanction will be issued.

e) Internal Reflection

Stage one – reflection room

If a student engages in repeated negative behaviour, FCC reserves the right to base the student in the reflection room. In the reflection room the student completes curriculum and social skills based work. The aim of the reflection room is for the student to focus their mind on the negative behaviour that led to their , in order for the behaviour not to be repeated. In line with our value of belonging, staff are on hand within internal suspension to work with student(s). There are clear guidelines in the internal suspension room that students have explained to them on arrival. Failure to meet these requirements may result in a student being externally suspended.

Stage two – Reflect Plus

On occasions students may sit their reflection room sanction in reflect plus, which is a smaller environment, therefore giving the student maximum opportunity to complete the sanction successfully. The same principles of the reflection room exist in reflect plus.

f) External Reflection

FCC reserves the right to direct a student off-site to another Cambrian Learning Trust School to complete their reflection sanction.

g) External 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 who 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.

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 upon their reintegration. This is designed to provide the support required to help enable a student to effectively engage in their education.

The external suspension consequence will be used in cases where a student has failed the reflection room. 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: *This list is not exhaustive*

- i. Malicious use of the fire alarm
- ii. Physical assault of staff member(s) or student (s)
- iii. Possession of drugs
- iv. Possession of a weapon (s)
- v. Refusal to comply with a bag search
- vi. Leaving school site without permission
- vii. Damage/vandalism of school property
- viii. Threatening or intimidating behaviour
- ix. Verbal abuse towards staff
- x. Persistent bullying
- xi. Racial harassment
- xii. Sexual harassment
- xiii. Abuse relating to protected characteristics
- xiv. Other behaviour deemed to be dangerous or serious in nature
- xv. Persistent non-compliance with the mobile phone policy

If following a period of suspension, a student continues to demonstrate similar types of behaviour which warrant the same level of consequence, then further suspensions may 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 15 days in a school term.

h) Permanent Exclusion

Only the Headteacher can make the decision around a permanent exclusion. 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, FCC follows the Department for Education's guidance laid out in, "[Suspension and permanent exclusion guidance](#)" 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 Misdemeanors

At FCC 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. The school Positive Behaviour and Relational 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 (belong, believe, aspire, achieve), specifically being **Ready, Respectful and Safe** 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 FCC 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 tutor time, they will be spoken to by the member of staff present to understand the reason around their lateness. 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 marked as present on the register and a late note will be logged on their Bromcom record.

If a student accrues a significant number of late marks over a set period of time then staff will work with the student/family to recognise and try to overcome any barriers to arriving at school on time. appropriate sanction will be applied.

b) Truancy

As noted in the previous section, the expectation at FCC is that students will attend their lessons on time and will be ready to learn in a respectful and safe manner. Where that is not the case a range of consequences can be applied. If a student is truanting within school, then the On Call member of staff will aim to return the student back into their lesson. If the student is dysregulated/heightened then they will be offered the opportunity to talk with a pastoral member of staff with the aim of de-escalating and re- setting the student. If it is deemed that the student is continuing to defy instruction and refuses to engage in a re-set conversation, then a relevant sanction may be issued, which can include reflection or suspension.

c) Fire Drill/Lockdown Drill

At various times throughout the school year we will hold fire and lockdown drills. 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 or lockdown drill they may be sanctioned.

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. FCC 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 externally 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

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 and member of staff will engage in a restorative conversation when the student returns.

f) Sexual harassment and sexual violence

We have a zero-tolerance approach to sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Our school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to children's social care
 - Report to the police

Please refer to the Safeguarding and Child Protection policy for more information. This can be found on the school website. [download.asp](#)

g) 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 an external suspension or Internal reflection.

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 Special Educational Needs (SEND)

a) General

FCC has a committed to supporting students with SEND. The building of positive relationships underpins the success of all. These nurturing and consistent relationships support the school community to thrive through showing empathy, respect and understanding. We retain high expectations of all staff and students as this is vital in ensuring excellent standards of behaviour. Staff are expected to model consistency and positivity in their approaches to enable a purposeful, safe and supportive learning environment – every interaction is an intervention.

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

b) Responding to misbehaviour from students with SEND

i)Recognising the impact of SEND on behaviour

Our school recognises that students behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an Education, Health and Care (EHC) 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 part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

The schools approach to anticipating and removing triggers of misbehaviour may include the following examples:

- Short, planned learning breaks for a student with SEND who finds it difficult to sit still for long periods of time
- 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 severe eczema
- Training for all staff in understanding conditions such as autism
- Use of inclusion hubs/nurture space/pastoral support where students can regulate their emotions during times of sensory overload

ii)Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?

- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

iii) Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

iv) Students with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHCP, they will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

v) Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

Our school strives to reintegrate students as positively as possible following a time away from the class/school.

Reintegration meetings are held following a period of suspension. A record of these meetings is kept by the school. Trust schools may consider, on a rare occasion, not to hold a reintegration meeting if it is felt this would be detrimental to the student.

During the reintegration meeting further support/intervention to support improved behaviour will be considered which may include continued pastoral support, inclusion hub pass, report card with personalised goals etc.

Section 10: Use of reasonable force

i) Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents within 24 hours

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Restrictive Physical Intervention (RPI)

Staff are encouraged to have training in a de-escalation and physical management approach. The aim is to provide staff with clear guidance on the use of physical contact. Staff should be able to meet the needs of the students with confidence while safeguarding themselves and those in their care.

- Physical contact is necessary and justifiable when it meets the needs of the student.
- On occasions a member of staff may need to use reasonable force to prompt, guide or hold a student. They do this in order to help the student to control their own behaviour and to keep everyone safe. Staff maintain a duty of care and make decisions based on the best interests of the student.
- Adults take the duty of care to all students very seriously. There are occasions when restrictive physical intervention may be necessary in order to promote learning, good behaviour and keep students and staff safe. Some staff are trained in a Team-Teach de-escalation approach which promotes a holistic view of behaviour.

- Staff acknowledge there are risks involved whenever people make physical contact and use reasonable force to protect, release or restrain. Team-Teach techniques seek to avoid injury to a child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.
- Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the student as the paramount concern.
- Any member of school staff can make a physical intervention with a student in certain circumstances. The nature of the physical intervention must be with a reasonable use of force, proportionate to the risk posed by a student's behaviour, absolutely necessary, a last resort and in the best interest of the student. The physical intervention will be for the shortest amount of time, and whenever possible, will be away from other students and with a second adult present. The circumstances for using restrictive physical intervention (RPI) are predicated on whether there is a foreseeable risk that the student will:
 - Harm themselves
 - Harm others
 - Damage property
 - Act in a way that is prejudicial to the maintenance of the order and discipline of the school or among any of its students
 - Commit a criminal act
- If staff use RPI then the questions that are likely to be asked of the intervention(s) are:
 - Was it reasonable?
 - Was it proportionate?
 - Was it necessary?
 - Was it in the student's best interests?
- All instances of restrictive physical intervention should be recorded in a way that cannot be edited and parents should be informed within 24 hours.
- Schools are encouraged to have a 'nurture space' which provides an environment that reduces risk and supports de-escalation.

Section 11: Sixth Form Expectations

At FCC 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 FCC Sixth form.

a) Attendance

Students attending FCC 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 re-considered. 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 FCC Sixth Form, there are some requirements that must be met. Each student is expected to dress professionally and respectfully (including no inappropriate or political slogans on clothing), as a representative of the school community (this includes wearing the student lanyard for Sixth Form). It may be deemed that a student has not met these requirements, in this instance they may 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 to the Sixth Form

team, who will utilise the 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 FCC. 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 contact. This sets out in more detail the points noted here in Section 9 of the Positive Behaviour & Relational Policy, as well as providing information on the disciplinary process used for Post- 16 study students.