Faringdon Community College

Relational Behaviour Policy

2026/27

Review date: July 2027

1. Procedures at Faringdon Community College

1.1 Faringdon Community College's behaviour culture

At FARINGDON COMMUNITY COLLEGE we aim to work with students and families to build relational habits to support learning, wellbeing and the school community. We strive for every student to feel they not only belong, but they matter. Consistent practice and timely intervention are used to embed belonging & mattering and support relationships to keep all students engaged in learning. Our practice is underpinned by our core values of Belong, Believe, Aspire, and Achieve.

FARINGDON COMMUNITY COLLEGE is committed to providing welcoming, calm, safe learning environments where the culture is focused on the well-being of every member of our school community. We have high expectations of all our students and support them to develop positive habits that are conducive to effective learning.

We operate a comprehensive rewards system through awarding House points and positive acknowledgements in various forms. We use celebration assemblies, postcards, letters home, phone calls to parents and other measures to recognise positive-choices and outstanding effort.

On occasion, students may need a reminder of our expectations and therefore there are a series of stepped interventions in place.

The following procedures outline the stepped interventions which are regularly shared with our students to help them recognise the importance of making positive choices in order to avoid escalation.

1.2 'High Expectations' classroom behaviour

The high expectations we hold are communicated frequently to students and parents to ensure all stakeholders are aware of these.

Staff model positive interactions with students and colleagues showing relationships are at the heart of the FARINGDON COMMUNITY COLLEGE approach. Staff use calm, timely prompts which support students to re-engage with learning. When behaviour impacts learning, staff frame reminders around the core values - Belong, Believe, Aspire, Achieve.

Relational Behaviour Expectations to be followed in lessons and any unstructured times.

- **Following Staff Guidance** - Students respond to staff direction around rules & expectations to build safe, predictable and respectful relationships. Staff use calm, responsive communication and model emotional regulation.
- **Staying Engaged in Learning** - Students remain on task because learning is accessible, routines are clear and adults notice and positively support early signs of disengagement.
- **Protecting Each Other's Learning** - Students understand how their actions affect others and work together to maintain a positive learning environment. Staff may use restorative conversations where learning is disrupted.
- **Respecting People and Place** - Students show respect through positive interactions, empathy and care for each other and for the school environment. Staff model calm responses, relational language, curiosity and unconditional positive regard.
- **Showing Responsibility and Readiness** - Students demonstrate readiness (punctuality, uniform, equipment) because expectations are taught, reinforced and supported through consistent routines, predictable adult relationships and supportive check-ins.
- **Demonstrating Tolerance and Kindness** - Students practise tolerance, patience and understanding. Staff actively teach social & emotional skills, celebrate diversity and intervene early to maintain psychological safety.

We will support students to understand and live our FARINGDON COMMUNITY COLLEGE High Expectations by making them part of everyday conversations and relationships across school life:

- Regular assemblies will include gentle, consistent reminders about what our core values look like in action, so students can feel supported and guided.
- Tutor time and PSHCE themes will explore the values in a way that helps students connect them to real experiences, relationships and choices.
- When staff address behaviour, they will link the conversation back to the relevant core value. This helps students understand *why* the behaviour matters and how it affects others, reinforcing a shared sense of belonging, mattering and responsibility.
- During lessons, if a student requires an intervention (reminder), staff will connect the behaviour to our values in a calm, supportive way helping students see how their actions contribute to a positive learning environment for everyone.

1.3 Routines

We expect staff to teach students routines for common procedures in lessons as we see this as important in establishing a framework for students to work in.

Start

- Teachers meet and greet students at the door. This moment is used to build connection, check wellbeing and set students up for success.
- Students arrive on time, enter quietly and begin their Do Now task promptly.
- Staff will consider uniform and have a polite and positive interaction with students where standards are not met, taking into consideration the reasonable adjustments for some students.
- Students sit within a seating plan constructed by the teacher with considered adjustments in place to meet individual needs.
- Students place their equipment for the lesson on the desk to including but not limited to; reading book, student planner, mobile phone pouch and pencil case.

During lesson time

- Students are busy from the start - silently working through their Do Now task. The Do Now task provides a calm, predictable start that helps everyone settle and feel secure.
- When teachers address the group, they insist on active listening, and instructions are given when the class is silent providing all students an environment conducive to learning.
- At the start of each lesson, the teacher will take the register on Bromcom.
- Aims and objectives of the lesson are clarified.

End of lesson routine - This shared routine reinforces respect for the learning space and each other.

- Students tidy away when asked to do so.
- Students place their chairs under their desk and stand quietly behind their chairs.
- Students are dismissed by the teacher and leave quietly

During a lesson, students are required to:

- Ask permission before leaving the room

- Request a toilet pass if they need one
- Keep mobile phones, food and gum in their bag (refraining from eating/chewing during lessons)

1.4 Students requiring further support - Responses

Our approach is rooted in building strong relationships and creating a learning environment where students feel safe, respected and able to succeed. Effective, positive relational practice will, for the vast majority of the time, enable calm and purposeful classrooms without needing to use more formal responses.

Staff will use a wide range of relational behaviour strategies to guide students before considering any sanctions. These strategies focus on connection, clarity and restoring positive engagement. Examples include:

- Warm, calm reminders that reinforce expectations without escalating the situation
- Proactive check-ins to understand what a student needs in order to re-engage
- Restorative conversations that help students reflect on impact and repair relationships
- Positive framing that highlights the behaviour we want to see rather than focusing on what has gone wrong
- Use of choice and agency to help students feel respected and in control of their next steps

Only when these relational strategies have been tried, and when it is clear that a student needs further support to re-engage positively, will staff move to the consequences outlined in this policy. This ensures that sanctions are used fairly, proportionately and in a way that maintains dignity and strengthens relationships rather than undermining them.

Effective behaviour management strategies include, but not limited to

- Connection before correction (relational practice)
- Responding before reacting
- First attention to best conduct
- Effective seating plans
- Non-verbal cues - use body language to help
- Supportive language – eg, ‘You seem to be struggling, can I help you get back on track?’
- Pre-emptive techniques to ensure students understand what is expected

- Use of take up time / reasonable adjustments
- Use of consistent routines
- Use of positive reinforcement
- For students with additional needs, bespoke strategies may be needed as reflected in their learning plans

Teaching staff will respond appropriately if students do not meet expectations. To make the system easy for everyone to understand, we have a set of consequences for disruption of learning within the classroom called C1 (reminder 1) C2 (reminder 2) C3 (removal from lesson).

Please note that verbal aggression (extreme rudeness), verbal abuse (swearing), physical aggression (threatening behaviour) and physical abuse (physical contact) may result in immediate removal by the duty member of staff without the need to go through the C1, C2, C3 procedures.

C1 – timely reminder - Staff use C1 as a quick, calm prompt to help students reset and re-engage. The C1 reminders are only used in classrooms and allow teaching staff to refocus students on learning as quickly as possible. No further action will be taken provided the student returns to behaviour that is consistently within the rules. At this stage, teachers will reiterate the consequence of the student behaviour if this continues to not meet expectations.

C2 – second reminder/restorative conversation - The timing of the conversation (end of lesson or before the next one) is used to repair relationships and ensure the next lesson starts positively.

C3 – removal & lunchtime detention – Removal from class from an on-call member of staff. Lunch time detention issued meaningful and connected to the behaviour and enables the student to reflect, while the phone call home strengthens relational partnership with families.

Parents/carers will be notified of the detention being issued by an alert through Epraise. They will also receive a phone call from the member of staff issuing the C3 to discuss the incident that led to the removal from class. We will assume that parents/carers have received the message we send.

All detentions should be completed without negotiation. It is the responsibility of the student to attend and to use the time productively. Students will be given appropriate work to complete by the member of staff in the room.

A detention takes priority over any other activity within the school. If a student has a medical appointment, parents should call main reception to leave a message so that the detention can be completed on the following day.

If a pupil has been removed from 2 sessions during the day, they will be spoken with by a member of on-call staff/student manager.

Where a lunchtime detention has been unsuccessful, the student will spend the remainder of the day in reflection.

Refusal to cooperate/truancy/serious incident

Parents may be contacted to inform them that their child is to spend time in reflection (part or whole day). This could be in response to a student truanting a lesson, non-completion of detention, or for a more serious incident in school. During time in reflection students will be provided with work to complete in line with the subjects on their timetable.

Time in reflection signifies that the student has made choices that are unacceptable within our community. This time gives the student a chance to reflect on their actions. Students who are unsuccessful during their time in reflection may receive a suspension or may be required to repeat the day at the discretion of senior staff.

Student expectations/responsibilities

1. Responsibility - Late to lesson/ school: If a student is late for a lesson or school they will be recorded as late. Students marked as late without a valid note in their student planner from a member of staff will receive an appropriate sanction.

2. Responsibility- Equipment: Students must be prepared for their lessons with correct equipment. Students that are without a book or correct equipment will be recorded on Epraise and their Head of Year, Student Manager or Form Tutor may intervene to support them.

3. Responsibility - Independent Study: Students must complete independent student (homework) on time and to the appropriate standard. Support is provided if necessary at lunchtimes and after school.

4. Respect - Social time behaviour: Any member of staff has the authority to enforce the rules during social times. Depending on the behaviour, staff will apply an appropriate intervention/ sanction for a student's behaviour during social time.

5. Responsibility- Uniform: Students are expected to wear the uniform correctly at all times. If a student makes the choice to not adhere to the uniform policy, they will be asked to correct it and will receive an appropriate sanction. If the student is unable to correct their uniform, then they may be asked to attend Reflection until their uniform is correct.

1.5 Mobile Phones/Ear Pods/Smart Watches

Spot checks about smart devices are used as a supportive measures to help students maintain focus and reduce social pressures.

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. On arrival at school, all phones and devices will need to be switched off and kept locked in the mobile phone pouch issued by FARINGDON COMMUNITY COLLEGE. This then needs to be placed in students' bags for the school day.

1. If a phone, tablet or smart watch is seen or heard during lesson time or around the school, it will be confiscated and the student placed into Internal Exclusion for a day.

2. The same applies to ear pods and smart watches. They should be placed in phone pouches and in bags during the school day.

3. Refusal to hand devices to a member of staff will result in the student being placed in Internal Exclusion for a day.

4. If a student brings in a second phone, or places a decoy in their pouch, their phone will be confiscated and parents contacted to come in and discuss the matter with senior staff.

5. Mobile phones are only permitted in school whilst locked in the phone pouch. Senior staff will conduct routine spot checks to support students in complying with this policy and school expectations.

1.6 Smoking/vaping

Smoking and vaping is strictly forbidden at FARINGDON COMMUNITY COLLEGE and a zero-tolerance approach is taken with a student who is found to be smoking/vaping or in possession of smoking/vaping paraphernalia. Emphasise safeguarding and wellbeing rather than punishment.

If a student/students are believed to have been smoking/vaping or are found with any smoking/vaping paraphernalia, they will receive a sanction. This could be an Internal Exclusion or a Fixed Term Exclusion from school.

If a student/students are actually caught smoking/vaping within school buildings a 1-day Fixed Term Exclusion will be put in place.

1.7 Fixed Term Suspension/ Permanent Exclusion

Suspensions and Permanent exclusions will be used as protective actions which are taken to maintain safety in the school community.

There are a number of behaviours that are non-negotiable and may require a more serious response such as a Suspension or in some cases, a Permanent Exclusion.

The below list is not exhaustive.

- Blatant defiance, including rude and disrespectful behaviour
- Violence of any kind
- Abusive language directed at a person or group of people
- Racist, sexist or homophobic language
- Harassment or bullying
- Anti-social behaviour, eg, spitting, graffiti, vandalism
- Damage to property
- Theft
- Physical assault
- Possession of illegal substances or substances not permitted on school site.

All interventions are in place to enable students to feel they belong and matter, feel safe, feel connected and are ready to learn – students are expected to follow guidance, stay engaged, respect others, take responsibility and show tolerance because relationships and routines support them to do so. Senior leaders may use their discretion in terms of which response is appropriate.