

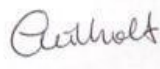



Behaviour Policy and Procedures

Policy Review

Review Cycle:	Date of Current Policy:	Author(s) of Current Policy:	Review Date
Annual	October 2023	Kirsten Windsor	October 2024

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Gayle Willmott		04/10/2023
Principal	Emma Reynolds		04/10/2023

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1 Purpose

All Frome College staff are responsible for setting the tone and context for positive behaviour and have the statutory authority to discipline students when behaviour is deemed unacceptable, College rules are not adhered to and/or reasonable instructions are not followed.

This policy aims to:

- Provide a consistent approach to behaviour management and a framework for the management of all behaviour-related issues.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students are expected to behave and embed the ethos and values of the Ready, Respectful, Responsible and Represent.
- Promote positive behaviour for learning, self-discipline and respect.
- Promote the well-being of all students.
- Summarise the roles and responsibilities of different people in the College community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- Emphasise the importance of good behaviour and its relationship to learning.
- Emphasise the value of partnership between parents/carers, staff and students and in the achievement of high standards of behaviour within the College community.
- Encourage every member of Frome College to develop as effective citizens, displaying an appreciation of British Values by showing care, courtesy and consideration to other members of the College and to the wider community.

2 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline
- Searching, screening and confiscation
- The Equality Act
- Keeping Children Safe in Education
- Supporting students with medical conditions at Frome College
- Special educational needs and disability (SEND) code of practice
- The Education Act
- The Education and Inspections Act
- Education Regulations
- Somerset's model policy

3 The Behaviour Policy in the Wider Community

These behaviour expectations extend beyond the classroom and will also be applied if students do not behave in a safe, sensible and courteous manner within the wider community, for example:

- When travelling to or from Frome College and at any other time they are wearing the Frome College uniform or are in some way identifiable as a Frome College student.
- When on Frome College trips or when taking part in any College organised related activity.
- If their behaviour could have repercussions on the orderly running of Frome College.
- If their behaviour poses a threat to another student or member of the public.
- If their behaviour could adversely affect the reputation of the College (see section 90 and 91 of the Education and Inspections Act 2006).

4 Behaviour for Learning

4.1 Achievement, Rewards and Praise

At Frome College we want all our students to develop into well-rounded people who will grow into happy and productive adults. We expect all our students to follow our behaviour policy by being ready, respectful and responsible at all times.

To enable them to understand our policy, we induct all students with the key procedures and processes at the beginning of the academic year.

At Frome College we approach behaviour for learning with an inclusive ethos. We know that Quality First Teaching is the most effective way to engage all students and enable them to succeed personally and academically. As adults working with young people, we are committed to building positive relationships with all our students. We will equip ourselves with the knowledge available to us to enable our students to thrive.

Our praise and reward policy comprises of a tiered approach.

Tier 1 Achievement – Responsibility of all staff – some examples:

- Verbal praise including shout outs at the end of the lesson or week/Positive Notes.
- Positive points on ClassCharts.
- First attention to best conduct.
- Praise Postcards
- Phone calls and text messages home
- Stickers
- Stamps

Tier 2 Achievements – Responsibility of Heads of House and Curriculum Leaders – some examples:

- Praise highlighted in Frome College newsletters and on social media.
- Head of House Awards
- Half Termly Celebration Assembly
- Curriculum Leader Awards

Tier 3 Achievement: Responsibility of Senior Leadership Team – some examples:

- Awards Ceremonies
- Principal's Recognition
- Frome College Newsletter
- Subject nominations
- Term 2 and Term 6 Whole College Assembly

4.2 Sanctions

The following sanctions may be used in response to misbehaviour and serious misbehaviour:

- A verbal reprimand, warning or discussion.
- Write up a behaviour log on ClassCharts (staff, parents and students have an account)
- Carrying out of community service.
- Parking timetable - the removal of a student from a teaching group, or any particular lesson.
- Detention at break or lunchtime, or after College, students who fail to attend a given detention repeatedly may also spend time in the Re-Set Room or, for persistent failures, be given more serious sanctions.
- Re-Set Room - in response to serious or persistent breaches of this policy. Students may be sent to the Re-set Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
- Referring the student to their Head of House, Raising Achievement Leader or a senior member of staff.
- Letters, emails or phone calls home to parents.
- Fixed Term Suspension.
- Agreeing an Individual Plan.
- Putting a student 'on report' or Stages of Inclusion.
- Alternative Provision and Managed Moves may also be considered.

N.B. It is important to note that sometimes students may be taken out of lessons and placed in a suitable room until an investigation into an incident is completed or for a short period to write a statement. This is not a sanction, but a practical measure to ensure the safety of students and/or ensure orderly behaviour in the College.

4.3 Truancy to Lessons

Attendance to all lessons is mandatory unless a member of staff has agreed to release a student to attend an approved activity or intervention. Attendance to all lessons is monitored every day. Where a student truant individual or multiple lessons, sanctions will be put in place.

4.4 Restorative Conversations

Following a behavioural incident which requires a student to be disciplined by a member of staff, a restorative conversation between all parties involved may need to be completed. This improves the relationship between the student and member of staff, encouraging reconciliation and mutual respect.

4.5 Confiscation of inappropriate items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. This will include items listed below or any item which is harmful or detrimental to Frome College discipline. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by Frome College staff will be passed to the Principal or their representative for "safe keeping". The Principal will then communicate with the child's parents/carers to arrange their return. Weapons, drugs and pornography must always be handed over to the police.

Staff who are trained have the power to search for "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search, preferably and where possible that person to be of the same gender as the student. If a prohibited item is found in the possession of a student – a sanction will be set and where appropriate the item will be destroyed.

4.6 The following items are prohibited by Frome College

- Knives and weapons.
- Alcohol.
- All illegal, unauthorised, controlled drugs and drug and associated paraphernalia including THC laced 'edibles'.
- All other drugs, including prescription medicines unless it is essential to have them on site in which case they should be left in a named and dated envelope with the Medical Room.
- Stolen items.
- Tobacco products and cigarette papers.
- E-cigarettes and Vapes including Vaping Liquids.
- Fireworks.
- Pornographic images.
- Any article that a staff member 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 student themselves).

In addition, the following items are banned by Frome College:

- Aerosols.
- Any propellants.
- BB Guns.
- Toy or Replica Weapons (except where authorised by the Principal for educational purposes).
- Chewing Gum.
- Water Bombs and balloons.
- Multi packs of food or drink.
- High sugar fizzy drinks and energy drinks.
- Stink Bombs.
- Solvents.
- Mopeds and Crash Helmets.
- Non-religious headwear.
- Laser Pens and Laser Pointers.
- Water Propelling Devices.
- Crackers (which explode when thrown to the ground).

4.7 Mobile Phones and other electronic devices

Students are permitted bring mobile phones and/or other electronic devices into College. However, they must be kept in their bags, switched off and out of sight at all times during lesson times and during lesson changeovers. Students are permitted to use their mobile phones and electronic devices during break and lunch times until the bell for changeover rings. If a member of staff sees a student with a mobile phone/other electronic device this will be confiscated, a behaviour log recorded on ClassCharts and the phone returned at the end of the day. On subsequent occasions their parent/carer will be expected to come into the College to collect the phone at the end of the College week. Parent/Carer collection will be by appointment only. Phones/devices not collected at this time will only be made available at the end of the College day or by parent/carer appointment only.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

4.8 The Use of Reasonable Force and the Right to Search

The use of reasonable force and the right to search, students is conducted in line with the DfE's latest guidance. The law allows for those teachers and other persons authorised by the Principal to use Restrictive Physical Intervention to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the Frome College.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Principal has to, in specific circumstances, use “reasonable force” to control or restrain students. There is no legal definition of “reasonable force”. See the document Use of reasonable force: Advice for Head teachers, staff and governing bodies; DfE July 2013.

Members of staff may also use such force as is reasonable given the circumstances when conducting a search without consent for a Prohibited Item as listed in section 4.5.

Students will be asked to empty their pockets/bags and other area where items could be concealed. The person undertaking the search will be the same sex as the students being searched; and there will be a witness (also a staff member) and, if at all possible, they will be the same sex as the students being searched.

There is a limited exception to this rule. With co-operation of the student involved, staff will carry out the search of a students of the opposite sex but only when the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not done immediately and where it is not reasonably practicable to summon another member of staff. Where a student refuses to co-operate, staff will consider using the Safer Frome College Police Officer to carry out the search.

4.9 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is characterised by intent to hurt emotionally and/or physically and can include online and mobile devices.

Bullying can include:

- Emotional: Being unfriendly, including, tormenting.
- Racial/Xenophobic/Discriminatory: Racial taunts, graffiti, gestures.
- Physical: Hitting, kicking, pushing, taking another's belongings, any use of violence.
- Direct or indirect verbal: Name-calling, sarcasm, spreading, rumours, teasing.
- Sexual: Explicit sexual remarks, display of sexual images.
- Cyber-bullying: Bullying that takes place online, such the distributing explicit material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching as through social networking sites, messaging apps or gaming sites.

The following steps will take place when there is an incident of bullying:

- All students involved will record the details of what took place, including information on witnesses, the date, the time and place. Students will be encouraged and expected to fully co-operate with staff.
- The member of staff investigating the incident will make a judgment based on the balance of probabilities, as to whether the incident took place or not.
- All students involved will receive support from staff. The support will be relevant to their needs and could involve specific intervention.
- Restorative practices will be used when appropriate.
- All instances of bullying should be recorded on MyConcern.

Frome College's Designated Safeguarding Lead will be involved if the situation calls for it.

- In more serious or repeated cases the perpetrator could be sanctioned by being internally excluded, or being issued with a fixed term suspension. In very serious or repeated cases students could receive a permanent exclusion.
- A member of staff will inform parents/carers of what took place and the interventions that will follow.

4.10 Child on Child Abuse

Child-on-child abuse (or abuse) refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. We would consider any student at the College. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim.

Child on child abuse (or abuse) could include (but is not limited to);

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals.
- abuse within intimate personal relationships and/or teenage relationship abuse.

For more information on the processes and procedures around Child-on-Child Abuse, please refer to our Child- on-Child Abuse policy.

4.11 Internal Exclusion (Re-Set Room), External, Fixed Term and Permanent Suspensions

Internal Exclusion

For serious breaches of Frome College's behaviour policy, students may be placed in the Re-Set Room which is a form of College based internal exclusion. In some cases, a student may be withdrawn to another place in the College where suitable interventions can take place as an alternative for the same or longer periods of time. Throughout the course of their time in the Re-Set Room students will engage in curriculum work that follows their usual curriculum, restorative conversations and any other supportive interventions deemed necessary to reintegrate them back into mainstream lessons.

The Leadership Team will evaluate the impact of the use of the Intervention Room regularly.

External Exclusion: Fixed Term Suspension

For serious breaches of the College Behaviour Policy, the Principal, or in their absence the Vice Principal, may choose to issue a student with a Fixed Term Suspension.

A decision to exclude a student will be taken:-

- In response to serious breaches of Frome College's Behaviour Policy.
- Once a range of alternative strategies have been tried and have failed.
- If allowing the student to remain at Frome College would seriously harm the education or welfare of the student or other students.

Stages of Inclusion

Students at risk of permanent exclusion may be placed onto a supportive programme called Stages of Inclusion. This programme clearly outlines supportive measures that the student is entitled to, the involvement of parents/carers and the expectations upon the students. For more details on the Year 9-11 programme see Appendix 1 and for the Post-16 programme, see Appendix 2. Students at risk of permanent exclusion with SEND (K Support or an EHCP) may not be placed on Stages of Inclusion despite suspensions. Should this be the case another form of learning plan may be put in place instead e.g. Emergency Annual Review or a Learning Plan.

Permanent Exclusion

Permanent Exclusion is a most serious sanction. A decision to exclude a student permanently should be only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Principal will consider all the relevant facts and evidence to support the allegations made. A fixed term suspension may be made in the first instance to give the Principal time to investigate the case fully. The Principal will then decide whether to extend the fixed term suspension or make it permanent. There are, however, exceptional circumstances where, in the Principal's judgement, it might be appropriate to permanently exclude a student for a first one-off offence. These may include:

- Where there has been serious actual or threatened violence against another student or member of staff.
- Sexual misconduct or assault
- Supplying an illegal drug, possession or misuse of an illegal drug, medicines or solvents. (Current Government guidance on drugs will be used to identify substances that are classified as illegal, unauthorised, controlled drugs for example edibles.)
- Carrying an offensive weapon, or the use of any implement as an offensive weapon.
- Making a malicious and false allegation against a member of staff.
- Setting off or possession of fireworks.
- Persistent and defiant misbehaviour including bullying
- Where the College believes that a student's presence in the Frome College represents a serious threat to others.

N.B. There may be other 'one off' offences which in the judgement of the Principal warrants permanent exclusion.

The Principal has the power to sanction students for their behaviour outside Frome College if it impacts on the Frome College.

The standard of proof applied when moving to an exclusion (and when investigating situations and incidents that do not lead to an exclusion), is that on the balance of probabilities the student was responsible for the particular behaviour. This means that the Principal decides that it is more probable than not that the student did what he or she is alleged to have done. The Principal's decision will always be informed by a thorough investigation.

Following any exclusion of whatever type or duration, the Principal will:

- Inform the parents/carers of the period and nature of the exclusion.
- Advise the parents/carers about the rights of representation to the governing body and how these representations may be made.
- Make arrangements to provide suitable full-time education from the sixth day onwards for students who have been given a long fixed period of exclusion.

It may be necessary for the College to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Principal can withdraw a permanent exclusion that has not yet been reviewed by the governing body.

4.11 Alternative Provision (AP)

A student who demonstrates on-going behavioural issue and/or the College shows that it cannot meet their individual learning needs, may be directed to study off site to improve his or her behaviour which is part of the College and/or Alternative Provision. Programmes could include a combination of approved educational providers commissioned by the College. This approach will be used as an alternative to permanent exclusion and/or part of a stepped approach to support a student with specific difficulties. Students placed onto an alternative provision programme will have a key member of staff appointed to them and their progress will be regularly reviewed. When students are directed onto an alternative provision programme, parents/carers will be consulted. All alternative provision programmes will be bespoke and relative to the needs of the student.

5 Child Protection and Safeguarding

Frome College takes the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature (see Safeguarding Policy and/or Child-on-Child Abuse Policy) the College has separate procedures in place for managing allegations of abuse against children. Parents/Carers can report safeguarding concerns to any member of staff at the College but where possible, concerns should be directed to the Designated Safeguarding Lead.

6 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

7 Student Support

Frome College recognises its legal duty under the Equality Act to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. Frome College's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs and whether they are 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. Where a student does not have a Special Educational Need but may be in need of shorter term support we have a range of interventions on offer including mentoring, work with a key person, workshops and additional classes, external workshops and classes, work with external agencies, ELSA and counselling.

8 Frome College Uniform

Our uniform identifies our College community, and also helps all to have a sense of belonging. Our Frome College uniform must be worn correctly at all times, including their journey to and from the Frome College where they are representing the College in the community. Further details about the specifics of the College uniform can be found on the website in the Uniform Policy.

9 Equal Opportunities

Frome College welcomes and celebrates the diverse communities. All groups have to wear the College uniform in order to maintain equal opportunities for students to respect their religions and customs. Students who have to cover their hair for religious reasons must wear black or white and the College uniform must be on show at all times.

Appendix 1: Years 9-11 Stages of Inclusion

The purpose of these stages is maintain a student's education, well being and attendance in college. In all relevant meetings, student and parents voice is included.

STAGE 1

Rationale

A student will move to Stage 1 as recommended by their Head of House

AND/OR

- The pupil has had a fixed term suspension or has seriously breached the Behaviour Policy.
- Stage 1 usually lasts for a period of 6 weeks.

Possible Interventions

- Set targets.
- Report card.
- Parent/carer and student meeting with Head of House to consider all perspectives.
- Inclusion Panel meeting.
- In class monitoring and coaching.
- Inclusion interventions such as counselling, mentoring or group work.
- Learning Plan or Pupil Passport.

STAGE 2

Rationale

A pupil will move from Stage 1 to Stage 2 if they have not shown adequate improvement in progress against their targets.

AND/OR

- The pupil has had a further fixed term suspension(s) or there is another serious breach of the Behaviour Policy.

Possible Interventions

- Review of targets.
- Report card.
- Parent/carer and student meeting with Assistant Principal to consider all perspectives.
- Inclusion meeting.
- In class monitoring and coaching.
- Inclusion interventions such as counselling, mentoring or group work.
- Learning Plan or Pupil Passport.

STAGE 3

Rationale

A pupil will move from Stage 2 to Stage 3 if they have not shown adequate improvement in progress against their targets.

AND/OR

- The pupil has had a further fixed term suspension(s) or there is another serious breach of the Behaviour Policy.

Stage 3 usually lasts for a period of 6 weeks.

Interventions

- Review of targets.
- Report card.
- Parent/carer and student meeting with Vice Principal to consider all perspectives.
- If no improvement at 6 weeks, parent/carer and student meeting with Governors and 3-week extension before Stage may be considered.
- In class monitoring and coaching.
- Inclusion interventions such as counselling, mentoring or group work.
- Learning Plan or Pupil Passport.
- Managed move discussed with parent/carer.

STAGE 4

- Managed move to another school to be considered.

STAGE 5

- Permanent Exclusion

Appendix 2: 6th Form Stages of Inclusion

STAGE 1

Teacher Intervention

Discussion with student
Phone calls home

Subject Leader Report

Subject Lead is to issue card with clear targets
Subject Lead to contact home
Send details of targets and review date to 6th form administrator

Targets Met

Comes off report
Contact home

Targets Partially Met

Extend for 2 more weeks
Notify home, student and 6th form administrator

Targets Not Met

Administrator to set up Stage 2

STAGE 2

(Can go straight to Stage 2 if multiple subject) Sixth Form Report
Typically, a 2 week review period, targets set and recorded on STAGES process Contact home with Stage 2 letter including targets and reviews

Targets Met

Comes off report
Contact home

Targets Partially Met

Extend for 2 more weeks
Notify home, student and administrator

Targets Not Met

Stage 3
Contact home

STAGE 3

Parents called in for initial meeting
Student given 2 more weeks to improve

Targets Met

Comes off report

Targets Partially Met

Contact home

Extend for 2 more weeks

Notify home and teachers

Targets Not Met

Stage 4 Contact

home

Arrange Stage 4 with SLT link

STAGE 4

Notice to Improve Meeting with member of SLT

STAGE 5

Permanent exclusion