



THE FULHAM BOYS SCHOOL

BEHAVIOUR AND EXCLUSIONS POLICY

RESPONSIBLE COMMITTEE

Education Committee

RATIFIED BY GB

Summer 2021

REVIEW DATE

Summer 2022

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table at the back of this policy.

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I. INTRODUCTION

- 1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).
- 1.2 At The Fulham Boys School we expect our pupils to maintain the highest standards of behaviour at all times. Members of the School community are entitled to work in a safe, positive and ordered atmosphere so that learning can take place and everyone can fulfil their potential.
- 1.3 This policy should be read in conjunction with the School's anti-bullying policy.
- 1.4 The policy is formed around the statutory guidelines and legislation in the DfE 'Exclusion from maintained Schools, academies and pupil referral units in England' (2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf.
- 1.5 In this policy Head Teacher refers to Executive Headmaster or Head of School as appropriate.
- 1.6 We believe:
 - 1.6.1 The foremost contributor to good pupil behaviour is a positive and invigorating School atmosphere (see Appendix 1 – Rewards Procedures) with well-paced and appropriately challenging lessons for all (see Teaching and Learning Policy).
 - 1.6.2 Pupils who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their School. The Fulham Boys School will have rigorous systems to maximise attendance (see Attendance Policy).
 - 1.6.3 Every incident of misbehaviour in the School is seen as instructive and a learning experience as pupils are encouraged to learn constructively from their mistakes.
 - 1.6.4 The best type of discipline is self-discipline; that the pupils know how to conduct themselves and behave appropriately even when

- teachers and their parents are not around.
- 1.6.5 Each pupil has the right to learn in an environment which promotes Christian values. We promote principles of respect, hard work, courtesy, co-operation, consideration, kindness, forgiveness, unselfishness, justice, self-discipline and respect and a no nonsense approach to bullying.
 - 1.6.6 Pupils respond best to strong discipline and firm boundaries.
- 1.7 We seek to:
- 1.7.1 Encourage our pupils to take responsibility for their own actions and develop as proactive young citizens.
 - 1.7.2 Help develop young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.
 - 1.7.3 Emphasise the importance of social enterprise and encourage our young men to make a positive difference to the locality, and even the country and world, in which they live.
- 1.8 The curriculum will give the opportunity to discuss the principles that underpin the Behaviour Policy. Staff will support our expectations of good behaviour explicitly in all lessons, around the School, in form time and in assemblies.

2. PUPILS, HOME AND SCHOOL

- 2.1 Good education relies on a partnership between parents or carers, pupils and the School. To achieve our aims of the highest standards of behaviour, we are reliant on a strong three-way partnership between the pupils, the School and home. The School, pupils, parents/guardians must share the same expectations in a positive way.
- 2.2 Every pupil will have a conduct card which is their passport through the School each half term and it should never leave his person while in School except during sport. A new conduct card is supplied on the first day of each half term and is used to record House Points and incidents of poor behaviour through Conduct Signatures.
- 2.3 Pupils' behaviour will be tracked internally on the School's MIS and be reported to parents/guardians via the Parent Portal, Conduct Card and School

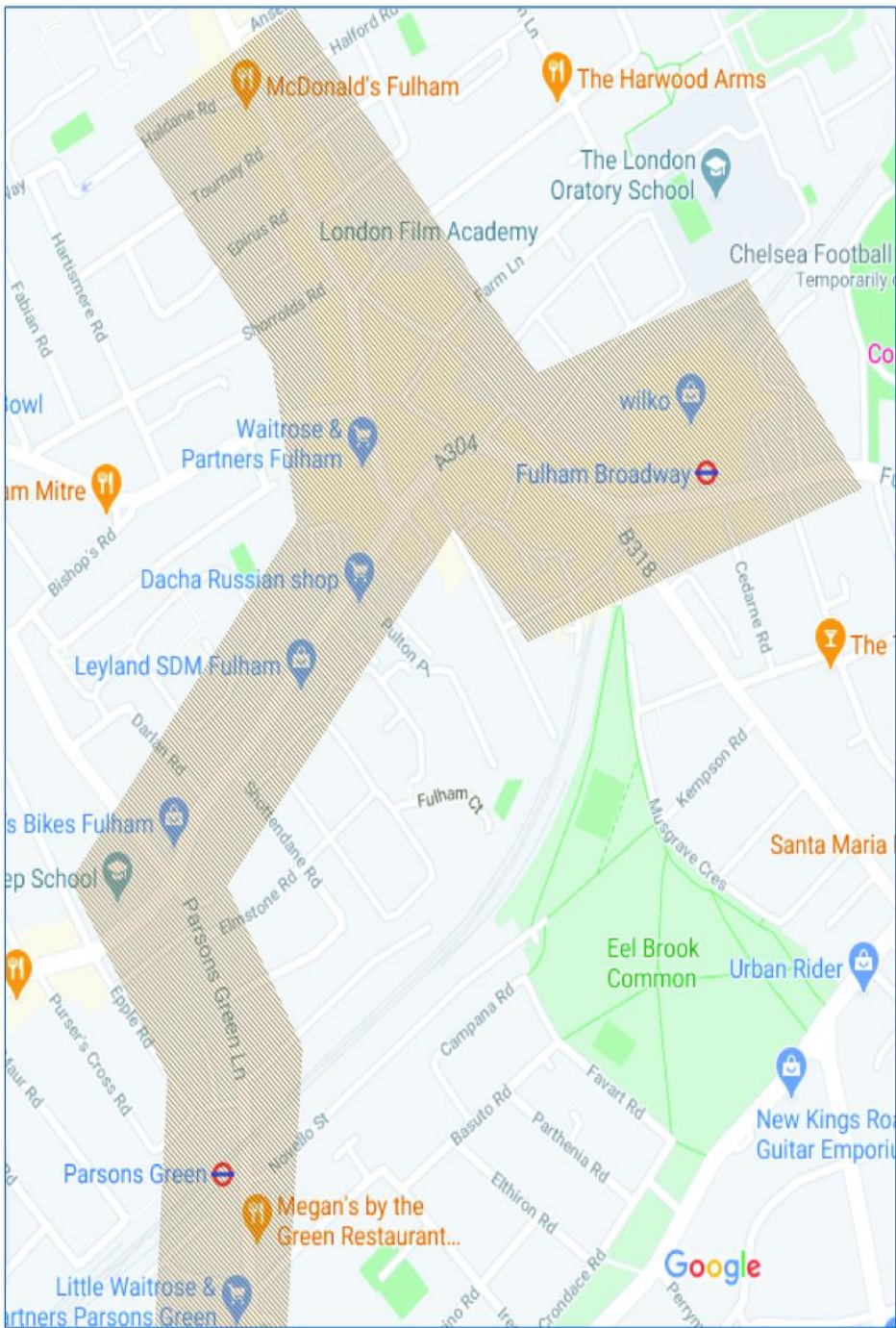
reports.

- 2.4 Pupils who require support in order to meet set targets of behaviour will be placed on a daily report. They will collect the report from their Form Teacher/Head of House in the morning. The pupil then gives the report to each of his subject teachers who will comment regarding his attitude to learning, behaviour or the set targets. The report is then taken home for parents to read and sign each evening. The report is used as the basis for discussion and target setting between the pupil and the Form Teacher/Head of House. Pupils remain on report at the discretion of the Form Teacher/Head of House. Reports can be escalated to Head of House or SLT as necessary. All completed report cards will be centrally stored in the Pupil's file.
- 2.5 Where deemed necessary or appropriate Heads of House and Form Tutors may (at their discretion and using their professional judgement) put pupils on alternative types of daily reports. Examples of these may include daily Challenge Reports or Positive Comments Reports.

3. THE PUPILS

3.1 To and from School:

- 3.1.1 School uniform is to be worn correctly on the way to and from School
- 3.1.2 Always be polite and considerate to everyone
- 3.1.3 Pupils are not allowed to enter any business premises (shops, cafes, restaurants or similar) that are shown in the shaded area of the map on their way to/from school unless with a parent/guardian. Exceptions may be granted when parents contact the school to request permission in advance (any pupil found contravening this will be issued with an afterschool Head Teacher's' Detention on the next available Friday).
- 3.1.4 See Appendix 2 and Appendix 3 for expectations with Sixth Form pupils to and from school.



3.2 In the Classroom pupils:

- 3.2.1 Are to be punctual to all lessons.
- 3.2.2 Wait outside the classroom in an orderly manner until told to enter by the teacher.
- 3.2.3 Remove outside clothing before a lesson begins.
- 3.2.4 Are expected to work to the best of their ability and give their best effort at all times
- 3.2.5 Cannot eat or drink in lessons (other than water from a plastic bottle. Metal bottles are not permitted in school for pupil use).
- 3.2.6 Must have the necessary equipment for all lessons.
- 3.2.7 Are expected to complete ownwork and submit it by the set deadlines.
- 3.2.8 Are not to distract others from working
- 3.2.9 Are not to disrupt teaching and learning
- 3.2.10 Need to act in a safe and responsible manner.
- 3.2.11 Must listen to and follow the instructions of the teacher.
- 3.2.12 Pupils are not permitted to leave a lesson to go to the toilet unless they are in possession of a toilet pass. Any pupil that leaves a lesson midway through for this reason (without a Toilet Pass) will be issued with a conduct signature by their teacher. Toilet Passes are issued by the Pastoral Deputy Head Teacher and only when a parent/guardian has made a formal written request supported with medical documentation/evidence (wherever possible and appropriate to do so).

3.3 In the Dining Area:

- 3.3.1 Pupils must queue in an orderly manner.
- 3.3.2 Table manners should be of the highest standard at all times.
- 3.3.3 Clear tables of food, plates, etc, before leaving the dining area.
- 3.3.4 Food to be eaten in the dining area
- 3.3.4.1 The exception to the above is if pupils are taking part in a formally organised lunchtime society, club or sporting activity. In these circumstances pupils will be able to eat a packed lunch (provided by the school canteen) supervised by staff members.
- 3.3.4.2 Pupils are expected to sit at the table they are directed to by duty staff
- 3.3.4.3 Pupils are expected to be polite and well-mannered to all staff supervising and running the canteen at all times.

3.4 Around the School pupils are expected to:

- 3.4.1 Walk on the left when using stairs and corridors and follow the one-way system where it applies.
- 3.4.2 Act in a safe and responsible manner at all times.

- 3.4.3 Put their litter in the bins provided.
- 3.5 Assemblies - pupils are expected to:
 - 3.5.1 Attend assembly, as required
 - 3.5.2 Enter and leave in silence
 - 3.5.3 Remove outdoor clothing
 - 3.5.4 Give whoever is leading the assembly their undivided attention
 - 3.5.5 Participate respectfully.
- 3.6 Break & Lunch Time - expectations for pupils are as follows:
 - 3.6.1 Pupils' line up for snacks at break and lunch in an orderly and calm way.
 - 3.6.2 Physical contact between pupils is not allowed.
 - 3.6.3 Pupils are not allowed to play ball games in the outdoor areas of the school site before, during or after the school day. The only exception to this is that pupils are allowed to play table tennis at break or lunch.
 - 3.6.4 Pupils are all expected to eat lunch prepared by the school canteen unless express permission has been granted by the school otherwise.
 - 3.6.5 Pupils in Years 7-11 are not allowed to spend break or lunch indoors unless they are: attending an organised club (or similar) supervised by a staff member, they are accessing the library, they are using their locker, or have an organised meeting with a member of staff/ PSC. The third floor is off limits to all KS3 & 4 pupils at these times unless they are attending a formally organised club or society. Sixth Form pupils are allowed in the Sixth Form Common Room or Study Room at break and lunch times.
 - 3.6.6 When the weather is deemed too wet for pupils to be outside a 'wet break/lunch' will be announced. Under such circumstances pupils would be expected to spend the break or lunch period in their form rooms, the canteen or in a formally organised club/society.
- 3.7 Expectations of pupils before school are as follows:
 - 3.7.1 Pupils are expected to enter the school grounds on arrival.
 - 3.7.2 Once in the school building pupils are expected to spend time before school in their form room or attending Breakfast Club in the canteen.
 - 3.7.3 Ball games are not allowed before school.
- 3.8 Whole School Rules – pupils:
 - 3.8.1 Are expected to wear the correct School uniform.
 - 3.8.2 Are expected to attend School every day.
 - 3.8.3 Must have permission to leave the School premises should they need to.

- 3.8.4 When pupils are given permission to leave the School site early they must ensure that they sign out at reception before leaving.
- 3.8.5 Must respect the School environment at all times. – no graffiti; litter in bins; do not purposely damage School property and equipment. If something is broken or damaged it must be reported straight away.
- 3.8.6 Must be polite and kind at all times.
- 3.8.7 Are not allowed to smoke (see Drugs Misuse Policy for more details).
- 3.8.8 Are not allowed to have or bring alcohol in or to School (see Drugs Misuse Policy for more details).
- 3.8.9 Can never bring to School any item or substance that is deemed to be dangerous or illegal to have on your person.
- 3.8.10 Must never use violence of any kind.
- 3.8.11 Must never demonstrate threatening behaviour of any kind.
- 3.8.12 Must never take other people's belongings.

3.9 Governors support the right of staff to search pupils or their belongings if there is suspicion of bringing in unacceptable items and in the rare event of extremes of behaviour to use reasonable force. Guidance to staff will be given by the Head Teacher. and regularly reviewed. Unacceptable items include alcohol, tobacco, drugs (both prescription and non-prescription), aerosols, chewing gum, large amounts of money and dangerous or valuable items.

4. THE HOME

- 4.1 Parents/Guardians are expected to take proper notice of communications from the School concerning their son's behaviour and academic progress.
- 4.2 Parents have an entitlement to be fully informed about and question the School's decisions regarding their son's behaviour. However, we expect parents to accept and support the School's decisions.
- 4.3 Parents have the right to contribute to the development of the School behaviour policy.
- 4.4 In order to support the School in meeting its aims parents are requested to ensure that their son(s):
 - 4.4.1 Attend School regularly.
 - 4.4.2 Are punctual.
 - 4.4.3 Wear the correct School uniform.

- 4.4.4 Have the necessary equipment for lessons.
 - 4.4.5 Complete and submit ownwork to the set deadlines.
 - 4.4.6 Have high standards of behaviour (including on their way to and from School and when representing the School on trips).
 - 4.4.7 Work to the best of their ability.
 - 4.4.8 Care for their environment.
- 4.5 All parents will be expected to sign The Home School Agreement when their son joins the School. The Home School Agreement defines some of these parent/guardian relationships and responsibilities.

5. The School

- 5.1 All staff must support the School's Behaviour Policy at all times.
- 5.2 Staff punctuality at lessons and registration is required as this can reduce poor behaviour in classrooms, corridors, stairways and even outside the School. Similarly, when lessons conclude, pupils need to be dismissed on time and in an orderly manner.
- 5.3 Staff have the right to expect a pleasant, safe, orderly environment whilst at School.
- 5.4 All staff are role models who must always set good examples for pupils in their behaviour, punctuality and attendance and appearance.
- 5.5 Well delivered lessons are key to good pupil behaviour. Lessons at The Fulham Boys School must be thoroughly planned, taking account of individual need.
- 5.6 Staff must intervene promptly when they encounter poor behaviour or unexplained absence.
- 5.7 Staff must take every opportunity to reward achievement when deserved.
- 5.8 Staff must provide parents with regular information to help them support their son's learning.
- 5.9 A consistent application of rules, procedures and consequences must be adopted by all staff. It is only a consistent approach which will contribute to a positive

learning environment throughout the School.

5.10 In order to realise these aims, staff need to operate in a firm but fair manner. We seek to avoid confrontation and look for positive ways to resolve difficulties.

6. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

6.1 Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the School community and to deter pupils from similar behaviour.

6.2 Sanctions could include:

6.2.1 Verbal warning.

6.2.2 Written warning.

6.2.3 Conduct signatures.

6.2.4 Litter pick under supervision (or other 'community' service deemed fitting to the behavioural incident in question using FBS staff members' professional judgement).

6.2.5 Clean or repair the part of the School they have caused damage to (where possible and under supervision).

6.2.6 Detentions. Detentions take place after school on the same day of their issue for pupils in Year 7-11. Parents are aware that pupils could be kept in detention on any day up to 45 minutes, that Head Teacher's detention is 1 hour 15 minutes long on Fridays and that there is a Saturday detention once or twice per half term for 2.5 hours. Parents are contacted to inform them that their son has been entered for a detention.

6.2.7 The Sixth Form Detention system is outlined in Appendices 2 and 3.

6.3 Pupil Support Class (internal exclusion). When a pupil continues to misbehave or if there is a serious incident, he may be placed in the Pupil Support Class. Parents will be notified of the reason for their child being placed in the support class and the length of time. Pupils will be provided with suitable work for the period of time spent in the support class. Pupils may also spend time in the PSC pending the completion of investigations that are undertaken by Heads of House/ Head of Sixth Form and members of SLT.

6.3.1 Possible reasons a pupil may be internally excluded could include: uniform and appearance infringements, misbehaviour in lessons that result in an SLT call-out, defiance or rudeness to a staff member of staff

- and refusal to follow school rules (this list is not exhaustive).
- 6.3.2 Parents sitting with their son in lessons for repeated low level disruption.
- 6.3.3 Fixed Term Exclusion.
- 6.3.4 Permanent Exclusion.

7. EXCLUSIONS

- 7.1 If a pupil commits a very serious misdemeanour or is continually disrupting lessons, he may face a fixed term period of exclusion.
- 7.2 Exclusions may be fixed term or, in exceptional circumstances, permanent.
- 7.3 A fixed-period exclusion can also be for parts of the School day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the School premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a School day for statistical purposes and in determining whether a governing board meeting is triggered.
- 7.4 The School will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
- 7.5 We recognise that exclusions cause disruption to pupils' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at The Fulham Boys School will be limited to 1-3 School days.
- 7.6 The Head Teacher will always consider what extra support pupils might need that are in groups deemed at high risk of exclusion e.g. SEN, Looked After Children (LAC), Roma travellers, Caribbean pupils and FSM pupils.
- 7.7 There will be a re-integration meeting with the pupil and his parents after every fixed term exclusion in which targets for improvement will be agreed and the pupil will be placed on a 'return from exclusion report'.
- 7.8 In rare cases, The Fulham Boys School may have to consider permanent exclusion. Sometimes this will be for a 'one-off' incident. However, for pupils known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:
 - 7.8.1 meeting/s with parents to consider ways that School and parents can

- 7.8.2 better support the pupils behaviour
 - 7.8.2 creation of a Pastoral Support Plan that is considered by all key staff involved in supporting the pupil to ensure there is a well considered approach to try and reduce the risk of any negative/concerning behaviours continuing.
 - 7.8.3 assessment of social, emotional and learning needs
 - 7.8.4 alternative curriculum options
 - 7.8.5 allocation of a learning/careers mentor
 - 7.8.6 attendance at a Pupil Referral Unit (PRU) managed move to another School
- 7.9 Behaviour likely to result in fixed term exclusion:
- 7.9.1 persistently disruptive behaviour e.g. challenging behaviour, disobedience and persistent violation of school rules.
 - 7.9.2 verbal abuse/threatening behaviour against an adult or another pupil (both in person and online) e.g. aggressive behaviour, swearing, sexist language/behaviour, homophobic abuse and harassment, verbal intimidation, threatened violence.
 - 7.9.3 serious damage to school property or personal property of a member of the school community e.g. graffiti, vandalism.
 - 7.9.4 racist abuse (both in person and online/electronically) e.g. derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics.
 - 7.9.5 sexual misconduct e.g. lewd behaviour, sexual graffiti, online sexualised behaviour
 - 7.9.6 disruption in the local community.
 - 7.9.7 theft (both in person or online) e.g. selling and dealing in stolen property, stealing on the way to/from school or off site on school related activity/trip, stealing school or personal property.
 - 7.9.8 gambling.
 - 7.9.9 smoking.
 - 7.9.10 fighting/assault.
 - 7.9.11 behaviour likely to bring the School into disrepute.
 - 7.9.12 repeated breaches of the school's uniform and appearance policy.
 - 7.9.13 Defiance and refusal to comply with the School's ethos and culture.
 - 7.9.14 Throwing anything off/over a balcony (or threatening to do so).
 - 7.9.15 Pushing, shoving (or similar) next to a balcony.
 - 7.9.16 Initial case of/low level bullying towards member of school community (verbal, physical, homophobic, cyber).

7.10 Behaviour likely to result in permanent exclusion:

- 7.10.1 physical assault upon a member of staff or other members of the school community
 - 7.10.2 serious physical assault upon another pupil
 - 7.10.3 use or possession of illegal substances and drug dealing (see FBS Drug Misuse Policy for further details).
 - 7.10.4 serious sexual misconduct e.g. sexual abuse, sexual assault, sexual harassment
 - 7.10.5 bringing a weapon (or item that could be used as a weapon to inflict harm or intimidate) onto the School site
 - 7.10.6 posing a serious and/or repeated health and safety risk
 - 7.10.7 repeated incidents of serious misbehaviour
 - 7.10.8 criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School
 - 7.10.9 in response to a serious breach or persistent breaches of any of the School's policies
 - 7.10.10 where allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.
 - 7.10.11 any decision to permanently exclude a pupil will not be taken lightly and before the Head Teacher. reaches this decision he will (where practical) always listen to the pupil involved.
- 7.11 The Head Teacher. and governing board will comply with statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

7.12 Procedures

- 7.12.1 Fixed term exclusion (up to 45 days per academic year)
- 7.12.2 The Head Teacher or CEO makes the decision.
- 7.12.3 Pupils are excluded by the Head Teacher. for serious breaches of the Code of Conduct.
- 7.12.4 Telephone contact is made with the parents as soon as possible.
- 7.12.5 A letter is emailed to the parents/guardians with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing Body.
- 7.12.6 Work will be provided to the pupil/parent that can be undertaken during the period of exclusion.
- 7.12.7 A parent or guardian must attend a formal re-integration meeting in school before the pupil can return to lessons.
- 7.12.8 The School will follow at all times the guidance issued by the Secretary of

State.

- 7.12.9 The local authority is informed from Day 6 of any exclusion.
- 7.12.10 Where pupils are excluded from The Fulham Boys School for 6 days or more an education provision will be provided for them through The Childerley Centre.
- 7.12.11 The parents / guardians/ carers will have ultimate recourse to an independent appeal panel hearing.
- 7.12.12 In cases where the School deem it appropriate to Permanently Exclude a pupil the Head Teacher will ensure that he believes such a decision is lawful, rational, reasonable, fair and proportionate.

8. INVESTIGATING INCIDENTS

- 8.1 All reported incidents of misbehaviour will be investigated appropriately.
- 8.2 The Fulham Boys School ensures that all relevant staff receive adequate non-contact time for the conduct of investigations.
- 8.3 The Fulham Boys School will notify the police and other relevant bodies of incidents as and when appropriate.
- 8.4 The School aims to complete investigations within a reasonable timescale and not normally exceeding 5 working days.
- 8.5 The Fulham Boys School ensures that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.
- 8.6 A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the School but will not be considered when any references (or similar) are requested from the School.
- 8.7 When necessary, external agencies are involved.

9. INTERVENTIONS/SUPPORT

- 9.1 As well as consequences for unacceptable behaviour, the School supports the

pupils and gives them help and strategies to improve their behaviour. These may include:

- 9.1.1 Restorative Justice
- 9.1.2 Anger management
- 9.1.3 Behaviour management
- 9.1.4 Mentoring
- 9.1.5 Counselling Services
- 9.1.6 Pastoral Support Plans
- 9.1.7 Art Therapy
- 9.1.8 The School chaplain will work with pupils who need extra help and support.

9.2 Where there are concerns about behaviour or risk of permanent exclusion of a pupil with additional needs or an EHCP or LAC, The Fulham Boys School will work in partnership with others to consider additional support or an alternative placement.

10. OUTSIDE AGENCIES

- 10.1 There is a comprehensive data base of the main points of referral outside the School (eg. Educational welfare officers, educational psychologists, health personnel, social services/child protection and police) and school will consider making referrals to such agencies where appropriate and if the school believes that such a referral will support the pupil in question.
- 10.2 Appropriate records on the use of referral forms are kept, and the School will ensure that the form tutor and subject teachers are informed in full of the outcome of any referral (if it is deemed appropriate to do so).

11. TRAINING AND DEVELOPMENT FOR ALL STAFF

- 11.1 The Fulham Boys School operates a comprehensive behaviour management training programme, reviewed to ensure that it is appropriate to the needs of staff and the circumstances and ethos of Boys a School built upon Christian principles. Induction for new staff, whole School INSET and specific planned training are used.
- 11.2 The School provides relevant information and training on behaviour

management matters to all groups of staff including:

- 11.2.1 Caretakers
 - 11.2.2 Learning Support Assistants
 - 11.2.3 Support Staff
 - 11.2.4 Unqualified teachers
 - 11.2.5 Newly Qualified teachers
 - 11.2.6 Trainee teachers
 - 11.2.7 Supply teachers
 - 11.2.8 Class teachers
 - 11.2.9 Leadership Team
 - 11.2.10 Volunteers
- 11.3 Staff are guided and supported in:
- 11.3.1 Implementing the School's behaviour policy
 - 11.3.2 Logging and recording incidents
 - 11.3.3 Use of SLT Call Out
 - 11.3.4 Lunch time supervision
 - 11.3.5 Classroom management
 - 11.3.6 Educational visits
 - 11.3.7 Teaching that meets individual needs
 - 11.3.8 Legislation affecting behaviour management such as detention, exclusion etc.
 - 11.3.9 Pastoral support
 - 11.3.10 Techniques for encouraging positive behaviour

12. COMMUNICATING THE BEHAVIOUR AND EXCLUSION POLICY

- 12.1 The School's behaviour and exclusion policy is communicated through:
- 12.1.1 The School's Policy Handbook
 - 12.1.2 The Staff Handbook
 - 12.1.3 The School rules displayed in classrooms
 - 12.1.4 Assemblies
 - 12.1.5 Form time
 - 12.1.6 The Curriculum
 - 12.1.7 The Website
 - 12.1.8 Staff Behaviour Briefings
- 12.2 It is essential that all our staff communicate the standards of acceptable

behaviour to pupils as appropriate, so that there is no ambiguity with regard to the exemplary conduct and relationships required.

- 12.3 Parents/guardians are notified about any reported serious incidents of misbehaviour in which their son has been involved in as soon as possible.

APPENDIX I

REWARDS PROCEDURES

9. INTRODUCTION

- 1.1 The Fulham Boys School operates a House Points system to formally acknowledge the effort and achievement of all pupils.
- 1.2 The system is based on encouraging positive behaviour and attitudes in School and raising aspirations.
- 1.3 Our Rewards policy is built upon **Christian** principles, geared towards **Boys** and nurtures **Enterprise**.
- 1.4 Pupils will gain house points for:
 - 1.4.1 Good Behaviour
 - 1.4.2 Enterprise Skills
 - 1.4.3 Demonstrating Christian Values
 - 1.4.4 Organisation
 - 1.4.5 'Ownwork'
 - 1.4.6 Attendance and Punctuality
 - 1.4.7 Achievement
 - 1.4.8 Co-Curricular Activities
 - 1.4.9 Social Enterprise
- 1.5 Pupils will receive individual House points.
- 1.6 The attitudes, skills and conduct we are trying to reward and encourage will be displayed in classrooms and around the School.
- 1.7 One of the Deputy Head teachers will take overall responsibility for implementing the School's Rewards policy

2. AWARDING HOUSE POINTS

- 2.1 Teachers are expected to award house points each lesson. As a guideline at least one house point should be awarded each lesson.
- 2.2 It is important that all pupils recognise why and when points are awarded and

see that the system is fair. Each pupil should be measured against his own previous best work / attitude / results. Only one house point should be awarded to a pupil at one time.

- 2.3 Points should be earned and not given indiscriminately. There should be some progression in the awarding of second and subsequent point, eg. if the first one is awarded for one good piece of work the second should be awarded only for further improvement.
- 2.4 Subject Teachers will award points for:
 - 2.4.1 Achievement
 - 2.4.2 Consistent and exceptional effort
 - 2.4.3 Good behaviour
 - 2.4.4 Enterprise skills in lessons
 - 2.4.5 Ownwork
 - 2.4.6 Service to the department
- 2.5 Form Tutors will award points for:
 - 2.5.1 Social Enterprise
 - 2.5.2 Organisation
 - 2.5.3 Good behaviour
 - 2.5.4 Attendance and Punctuality (awarded weekly by Attendance Officer)
 - 2.5.5 Enterprise Skills in Form/House.
- 2.6 Co-curricular points will be awarded by staff running the clubs.
- 2.7 SLT will award points if they see pupils displaying outstanding behaviour (see 3.1) or being enterprising (see 3.2).

3. GUIDELINES FOR AWARDING POINTS

- 3.1 Good Behaviour – By good behaviour we mean pupils displaying the Christian characteristics FBS is built upon. These include:
 - 3.1.1 Hard work
 - 3.1.2 Politeness
 - 3.1.3 Unselfishness
 - 3.1.4 Fairness
 - 3.1.5 Kindness
 - 3.1.6 Self-control
 - 3.1.7 Forgiveness

- 3.1.8 Patience
 - 3.1.9 Standing up for justice (anti-bullying)
 - 3.1.10 Helping others
 - 3.1.11 Putting the needs of others before their own
 - 3.1.12 Respectfulness.
- 3.2 Enterprise Skills – The enterprise skills we want to nurture in our pupils include:
- 3.2.1 Problem solving
 - 3.2.2 Inquisitive
 - 3.2.3 Adventurous
 - 3.2.4 Team work
 - 3.2.5 Boundary pushing
 - 3.2.6 Game changing
 - 3.2.7 ‘Have a go’ attitude
- 3.3 Organisation – this means being ready to learn by having:
- 3.3.1 all the correct equipment
 - 3.3.2 Conduct Card
- 3.4 ‘Ownwork’ – this means meeting all deadlines and handing in assignments of a high standard.
- 3.5 Attendance and Punctuality – pupils will receive one house point each week for 100% attendance and punctuality.
- 3.6 Achievement - Pupils will receive points for:
- 3.6.1 class assessments being on or above target
 - 3.6.2 achieving mentoring targets
 - 3.6.3 marked improvement in termly progress level
- 3.7 Co-Curricular Activities - Pupils will receive points for
- 3.7.1 ‘giving their everything’ in co-curricular clubs. These points will be awarded monthly
 - 3.7.2 Business Enterprise
 - 3.7.3 Representing their House in Sport, public speaking, music, drama etc
 - 3.7.4 Representing the School.
- 3.8 Social Enterprise – Pupils will receive points for:
- 3.8.1 charity work
 - 3.8.2 helping in the community

3.8.3 looking after the environment

4. **RECORDING POINTS**

4.1 Teachers will record points on the:

4.1.1 School MIS

4.1.2 Pupils Conduct Card

5. **CELEBRATING ACHIEVEMENT**

5.1 Tutors will set time to encourage pupils and set targets for house points.

5.2 Display house points on form/house notice board. Contact home when pupils achieve a significant number of house points e.g. phone call home for 5 house points, postcard home for 10 house points, letter home for 15 house points.

5.3 Every term there will be year group/whole School assemblies to recognise and celebrate individual and House achievements overall. House governors will be invited to attend.

5.4 There will be termly celebration assemblies, relatives and governors may be invited to attend.

5.5 We will also hold an annual Awards Evening to recognise the achievements of individual pupils and School Houses. There will be a special guest speaker and other local sports personalities, business people, charities, clergy, local residents associations, councillors and MPs will be invited

5.6 There will be a:

5.6.1 Boy of the week for each house; this will be decided by form teachers and Heads of House weekly. These will be awarded in recognition of Boy, Faith or Enterprise.

5.6.2 Head Teacher. Commendation will be awarded and displayed on the Head Teacher's door. This will be awarded in recognition of Boy, Faith or Enterprise.

5.6.3 Overall Boy of the form/House; this will be the pupil who has achieved the most points in the form each term and year.

5.6.4 Overall House awards – half termly, termly and annually.

6. **CONDUCT SIGNATURES**

6.1 The below table provides a summary of how conduct signatures may be issued at FBS (this list is not exhaustive and staff are expected to use their professional judgement on occasions when issuing conduct signatures).

Infringement	Consequence
Not having correct equipment	1 signature on Conduct Card
Not meeting 'Ownwork' deadline	1 signature on Conduct Card
Not wearing uniform correctly	1 signature on Conduct Card
Late to lesson/assembly/form period	1 signature on Conduct Card
Low level disruption in class	Verbal Warning
	1 signature on Conduct Card
	Time Out
	Make use of 'subject parking' or SLT call-out if behaviour is ruining learning for the rest of the class
Low level misbehaviour at break/lunchtimes	1 signature on Conduct Card
ICT misuse	1 Signature on Conduct Card
Poor behaviour in corridor/not following one way system	1 Signature on Conduct Card

APPENDIX 2

SIXTH FORM REWARDS AND SANCTIONS

1. Rational

- 1.1 At KS5 the way in which staff issue rewards and sanctions for pupils will change.
- 1.2 Sixth Formers do not have a conduct card, this is a marketed privilege of the Sixth Form.
- 1.3 It is important and will still be possible for staff to reward pupil excellence and raise behaviour concerns, but this must be done exclusively through iSAMS so it can be tracked and reviewed, and suitable interventions can be put in place.

2. Rewards

- 2.1 Sixth Form should be awarded House Points for the following areas of achievement:
 - 2.1.1 Co-curricular achievement
 - 2.1.2 Excellent ownwork
 - 2.1.3 Excellent attitude/effort
 - 2.1.4 Excellent independent study
 - 2.1.5 Excellent folder/books
 - 2.1.6 Leadership
 - 2.1.7 Outstanding contribution to the school
 - 2.1.8 Positive peer/academic mentor
- 2.2 These can be logged on iSAMS by clicking the rewards and conduct tab and then **Sixth Form Rewards**.
- 2.3 It is important that staff actively recognise the achievements of the Sixth Form with the same enthusiasm as KS3/4.
- 2.4 Sixth Form will be recognised in end of term Celebration Assemblies in the same way as other year groups. This will be in addition to Sixth Form Assemblies.
- 2.5 Possible addition to Sixth Form Rewards - a single 'Time Out' to outstanding pupils that allows them to come to school at 9.50am rather than 8.30am for a single specified Tuesday. This will be overseen by the Sixth Form Administrator.

3. Sanctions

- 3.1 Sixth Form behavioural concerns must be logged by staff to enable the HoS to identify any concerning behavioural trends across the Sixth Form and put interventions in place.
- 3.2 Staff should log conduct concerns for the following areas:
 - 3.2.1 Punctuality
 - 3.2.2 Uniform
 - 3.2.3 Ownwork
 - 3.2.4 Poor effort in lessons
 - 3.2.5 Lack of independent study
 - 3.2.6 Equipment
 - 3.2.7 Behaviour
 - 3.2.8 Use of phone.
- 3.3 These concerns can be logged on iSAMS by clicking the rewards and conduct tab and then **Sixth Form Conduct**.
- 3.4 When a concern is logged, form tutors are alerted in addition to the HoS.
- 3.5 If there are significant concerns about a pupil, they will then be placed on a behaviour or academic report.
- 3.6 If a Sixth Former is using a phone outside of the Sixth Form block, please confiscate the phone and deliver it to GG reception, where the pupil can collect it at the end of the day.

4. Detentions

- 4.1 Sixth Form can be awarded a detention by the classroom teacher for the following conduct issues.
 - 4.1.1 Ownwork
 - 4.1.2 Poor effort in lessons
 - 4.1.3 Lack of independent study
 - 4.1.4 Punctuality
 - 4.1.5 Equipment
 - 4.1.6 Behaviour
- 4.2 Once you have logged a conduct concern, classroom teachers can place pupils in detention using isams adding the reason for the detention.

- 4.3 Staff may place pupils in a 30 minute detention in the first instance. If the pupil has a persistent conduct issue in your lesson, you can place them in detention for 1 hour.
- 4.4 Sixth Form detentions structure
 - 4.4.1 Sixth form detentions take place every Thursday in room 29. This will be a 30 minute or 1 hour detention.
 - 4.4.2 If pupils miss detention without a valid reason, they will attend the Head Teacher Detention on the Friday.
 - 4.4.3 Saturday detention for any pupil who misses a Head Teacher's Detention.
- 5. **Pupils removed from lessons**
 - 5.1 If a Sixth Form Pupil is removed from a lesson they will be sent to the PSC, usual SLT callout protocol will be followed. HOSF will then be informed and one of the following actions will be taken:
 - 5.1.1 Call home, the pupil is released after a single period and given a 1 hour detention on Thursday.
 - 5.1.2 Call home, the pupil is placed in the PSC until 18.00 and given a 1 hour detention on Thursday.
 - 5.1.3 Call home and internal exclusion.
 - 5.1.4 Call home and external exclusion.
 - 5.2 HOS will then arrange a restorative conversation with the pupil and member of staff in question.

APPENDIX 3

SIXTH FORM HANDBOOK

An up to date copy of the Sixth Form Handbook can be found [here](#).

REVISIONS TABLE

Date	Description of Change/Item Edited
Spring 2021	3.1.3, 3.2.4, 3.2.5, 3.2.12, 3.3.4.1, 3.6 6.2.6, 6.2.6.1 7.9.14, 7.9.15, 7.2.12 11.2.3 Appendix 1 – 5.5 and 6 updated