



Behaviour Policy

We Care • We Challenge • We Commit

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V2	Feb 2023	PER	Addition that Cyber bullying can relate to staff and pupils – Page 12
V3	June 2023	PER	Updated from KCSIE
V4	July 2024	PER	Updated with DfE exclusions updates Page 20
V5	September 24	PER	Update to include off site direction for serious behaviour incidents. Page 21
V6	March 24	PER	To include what constitutes a serious incident and the schools' response to it. Page 21
V7	June 2024	PER	To include the sanctions for 3 behaviour warnings in a day – Page 18
V8	Feb 25	PER	Update to include SPARX detentions and detentions for minor incidents Page 18 Offsite direction added – Page 19 Updated the IMPACT Centre process – Page 21
V9	July 25	PER	Page 12 and 14 detention time in IMPACT has been amended. Page 18 - added break and lunchtime detention for repeated incorrect uniform. Update Targeted support – Page 17 Rewards updated page 10 and 11 Offsite direction process updated Page 18-19
V10	July 26	PER	Page 12 and 13 - Unacceptable Behaviours has been updated to align with the graduated approach Page 20 – Detentions has been updated to include a 30-minute detention for late to lesson. Comprehensive review and update of the policy to ensure alignment with current DfE statutory

		guidance, Keeping Children Safe in Education (KCSIE), Equality Act 2010, SEND Code of Practice and relevant behaviour guidance. Strengthened behaviour culture, clarified roles and responsibilities, updated graduated behaviour support, positive reinforcement, sanctions, professional judgement and safeguarding references. Editorial revisions made throughout to improve clarity, consistency and accessibility. Full policy review completed to align with current DfE statutory guidance, including KCSIE 2026. Updated behaviour culture, graduated behaviour support, safeguarding, online behaviour, leadership responsibilities, governors' oversight, search powers, mobile phone expectations, attendance links, reintegration and editorial wording throughout for clarity and consistency.
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Mission

To promote a culture of educational excellence, kindness and respect within our school and wider community. Where pupils and staff care about learning and each other, are committed to being their best and together confidently challenge barriers to learning. This is underpinned by our values; **We Care, We Challenge, We Commit** and our Fundamental British Values.

At Fulwood Academy, positive behaviour is explicitly taught, consistently modelled and routinely reinforced. Through high expectations, strong relationships and predictable routines, we create a calm, safe and purposeful environment where every pupil can thrive. Our behaviour culture reflects our values of **We Care, We Challenge, We Commit**, ensuring pupils develop not only academically but also as respectful, responsible and successful members of the community.

We Care – Being a responsible citizen in Fulwood and our wider community

- We are approachable, caring and inclusive
- We **respect** one another and show kindness to all
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We show **tolerance** for other faiths and religions and speak up for causes such as anti-bullying, equality and the environment
- We take part in charity events and volunteering in our community

We Challenge – Working together for excellence

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We understand the need for **democracy** and take part in school campaigns, debate and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We use our **individual liberty** wisely and recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

We Commit - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school **rules and the Rules of Law**

Purpose

- To have a clear vision about what behaviour that reflects the Academy values looks like and ensure all stakeholders know what behaviours are unacceptable, so that pupil behaviour does not normally disrupt teaching, learning or school routines
- To be clear that disruption to teaching, learning and school routines will not be tolerated and ensure proportionate action in accordance with this policy is taken to maintain a calm, safe and supportive environment.
- To ensure staff are confident and well-practised in Phase 2 Teach SMART techniques so that behaviour expectations are taught, modelled and reinforced consistently, creating a calm, safe and purposeful environment where every pupil can learn, thrive and achieve their full potential.
- To ensure a whole school approach to behaviour and safeguarding, ensuring all staff know and understand their responsibility in Part 1 of Keeping Children Safe in Education to provide a safe environment

Aims

- To minimise disruptive behaviour and create a positive climate for learning by promoting behaviour that reflects the Academy values habits and routines and teaching pupils explicitly what behaviour that reflects the Academy values looks like, so that behaviour itself becomes its own curriculum
- To support pupils who struggle to manage and regulate their own behaviour and ensure targeted interventions are put into place to support
- To be clear about what behaviours are permitted and prohibited.
- To identify any undiagnosed or unmet needs for pupils who struggle to self-regulate.
- To reward those who demonstrate our core values.

Leadership and Management.

- Senior Leaders have overall responsibility for establishing, modelling and sustaining the Academy's behaviour culture. They will ensure high expectations, strong relationships and consistent routines underpin every aspect of school life.
- All school leaders will be visible and should consistently support staff in managing pupil behaviour through consistency and fair application of the behaviour policy
- The DSL has responsibility for ensuring social workers are informed for any unacceptable behaviours of any CLA/CP or CIN pupils
- Class charts will be used to record and analyse rewards and sanctions
- The Vice Principal will report to the Trustees and Governors on a termly basis.

Role of the Trust Board and Governors

The Trust Board and Local Governing Body have a statutory responsibility to oversee behaviour arrangements

across the Academy. They will:

- Monitor behaviour, suspension and exclusion data to ensure the Behaviour Policy is being implemented fairly and consistently.
- Review behaviour trends and challenge leaders where improvement is required.
- Monitor the impact of behaviour systems on pupils with protected characteristics to ensure compliance with the Equality Act 2010.
- Review the effectiveness of this policy at least annually and ensure it reflects current statutory guidance.
- Ensure the Academy continues to provide a safe, calm, orderly and supportive environment in which all pupils can learn and thrive.

Staff Training, Induction, Development and Support

- The Vice Principal for behaviour will deliver training for all staff during INSET in September. This will include updates to the Behaviour Policy, Phase 2 Positive Classroom Culture techniques, including de-education.
- To support and reinforce the above training all staff will take part in calendared CPD, practice clinics and receive a weekly behaviour bulletin built around the Phase 2 Positive Classroom Culture techniques so that they collectively embody the school culture and are able to uphold the behaviour policy at all times and respond to disruption consistently and fairly
- Phase 2 techniques will ensure a consistent, clear process and language is in place when addressing both positive behaviours and misbehaviour.
- All training will reflect and address the needs of the pupils at Fulwood Academy
- Class charts will be used to record and analyse rewards and sanctions
- The Vice Principal will report to the Trustees and Governors on a termly basis.

Pupil Training, Induction, Development and Support

- The Senior Leadership Team and Head of Year will deliver expectation assemblies at the start of each half term to all Year Groups. As part of these assemblies the Academy standards and expectations will be made explicit. It will be communicated what behaviours are permitted and unacceptable. What behaviour that reflects the Academy values habits and routines look like in the academy and the consequences of displaying unacceptable behaviours.
- Key Messages will be delivered to all pupils every Monday morning. This will contain a section reflecting on behaviour in the Academy from the previous week and how pupils can make better choices to ensure a safe, calm, and supportive environment.
- Both expectation assemblies and key messages will deliver a consistent message that all pupils should be treated with dignity, kindness and respect and that any form of child-on-child abuse, bullying, racist, homophobic or other discriminative behaviour will not be tolerated at Fulwood Academy.
- All new pupils through the In-Year Admission Process or Managed Move Process will be educated about the Academy standards and expectations during their admissions meeting. It will be communicated what behaviours are permitted and unacceptable. What behaviour that reflects the Academy values habits

and routines look like in the academy and the consequences of displaying unacceptable behaviours.

- Pupil voice will be sought each term about their experience of behaviour and the feedback used to support the evaluation, improvement and implementation of the Academy behaviour policy.
- The data will ensure those pupils who are struggling to self-regulate have access to targeted intervention and support. This may be through behaviour mentoring, our bespoke “All About Me” package or a more intensive SEND screening to identify any undiagnosed need.

School Systems and Norms to Create a Positive Climate for Learning.

- Behaviour is explicitly taught in the same way as the academic curriculum, ensuring pupils understand not only what is expected, but why these behaviours contribute to a safe, respectful and successful school community.
 - The Academy will use both positive reinforcements (rewards) and appropriate sanctions (Responding to Unacceptable Behaviours) to support a whole school positive culture.
 - Phase 2 Positive Classroom Culture techniques are used to teach and sustain good learning habits
 - Teachers and support staff will circulate around the room as often as is practical to assertively monitor pupils’ work and be in proximity to higher needs pupils at key points during the lesson.
 - Teachers give clear and specific instructions to pupils, so they know what is expected of them.
 - Classroom routines are routine and well-rehearsed.
 - Teachers routinely challenge unacceptable behaviour. Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth and other ‘Least Invasive Corrections’ to avoid disruption. Staff will let the pupil know that the behaviour has been witnessed and be clear about what the expectations are moving forwards.
 - In order to keep pupils focused and on task directive questions should be used regularly to involve as many pupils as possible.
- Well-paced lessons with clear routines and high levels of pupil engagement reduce opportunities for off-task behaviour.
- Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to ‘Praise in Public’ and ‘Reprimand in Private’.

Behaviour Beyond the School Gate

The Academy may apply consequences for behaviour outside of school where it is reasonable to do so. This includes behaviour:

- whilst travelling to or from school;
- whilst wearing Academy uniform;
- whilst representing the Academy;
- on educational visits or work experience;
- online or through social media where it impacts the safety, welfare or reputation of pupils, staff or the Academy;

- where behaviour could have repercussions for the orderly running of the Academy or poses a threat to another pupil or member of staff.

Any action taken will always be reasonable, proportionate and based upon the individual circumstances of the incident.

Expectations of teachers to Create a Positive Climate for Learning.

- Teachers are outside classrooms, on time greeting pupils as they enter the classroom.
- Teachers routinely implement the start of lesson routine
- Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.
- Teachers routinely refer to pupils as SMART learners to prompt compliance with classroom expectations.
- There are class seating plans to maximise pupil progress during the lesson.
- At the beginning of every lesson, teachers recap prior learning to support the retention of knowledge, skills and understanding over time.
- Teachers' planning includes clear learning objectives and outcomes that describe the expectations of knowledge, understanding, skills and abilities to be developed by pupils during the lesson.
- All teachers take pride in their classroom. They ensure the environment is litter free, tidy and organised.
- Teachers explicitly model the behaviours, routines and learning habits expected of all pupils during every lesson.
- Teachers ensure pupils' work is dated and presented well.
- Pupils are praised and commended through the rewards system.
- At the end of the lesson, teachers ensure pupils follow the end of lesson routine
- If routines are not executed with 100% compliance, teachers ensure that pupils 'Do it Again' or follow through a 'Whole Class Reset.'
- Teachers aim to award at least 3 pupils with reward points each lesson.

Routines and Habits to Create a Positive Climate for Learning.

Start of Lesson Routine

We Care, We Challenge, We Commit

Pupils should:

- Line up outside the classroom in correct uniform, coats off
- Enter the classroom when told to do so
- Start the 'Do It Now'

Classroom Expectations

We Care, We Challenge, We Commit

Pupils are expected to be Ready to Learn. To do this, pupils should be:

S	Sit up straight in your allocated seat
M	Manage your behaviour and do not display any unacceptable behaviours
A	Ask questions by raising your hand
R	Respect the teachers right to teach and your peers right to learn
T	Track and Listen to the teacher

End of Lesson Routine

We Care, We Challenge, We Commit

At the end of the lesson, you should:

Complete your exit ticket in silence and on your own.

Tidy away belongings.

Check the room for litter and place it in the bin.

Stand behind your chair.

Leave quickly and quietly and only when the teacher tells you to.

Corridor Expectations

We Care, We Challenge, We Commit

Pupils should:

Travel quickly and quietly.

Walk and not run.

Keep noise levels low.

Responding to Behaviour that reflects the Academy values through Rewards

Rewards and celebrating success are an important part of life at Fulwood Academy. Pupils' success both within and outside the classroom is rewarded.

Positive recognition strengthens the Academy's behaviour culture by reinforcing the values, routines and behaviours that enable all pupils to succeed. Recognition celebrates effort, improvement, achievement and contribution to the wider Academy community.

Staff will apply positive rewards clearly and fairly.

Strategies used include:

- regular verbal praise and encouragement,
- non-verbal praise - e.g., thumbs up, a smile;
- acknowledgement of good work
- encouraging staff to praise identified individuals who share answers
- displaying pupils' work around the learning environment as positive exemplars.
- Praise should also be communicated and celebrated with parents/carers through a telephone call or a letter home
- Pupils will be rewarded with Reward **points** each time they demonstrate our Fulwood values

Daily rewards

- Each teacher will praise pupils for demonstrating the Fulwood Values.
- Reward points will be awarded to pupils for demonstrating the Fulwood values throughout the day:
- Each form tutor will aim to award at least 1 pupil with Reward points during tutor time;
- Each class teacher will aim to award at least 3 pupils within the lesson.
- Teachers will award a Star of The Lesson – This will be logged on Class Chart and a certificate given in class

Yr 7	We Care	We Challenge	We Commit	We Belong
Yr 8	We Care	We Challenge	We Commit	We Grow
Yr 9	We Care	We Challenge	We Commit	We Aspire
Yr 10	We Care	We Challenge	We Commit	
Year 11	We Care	We Challenge	We Commit	

Weekly Rewards

- The top 5 pupils with the most Reward Points in each year group will receive a lunch pass which enables them (and a friend) to skip the lunch queue. Their names will be displayed on screens around the school to celebrate success.
- Each tutor will award the 'Tutor Group Pupil of The Week' This certificate will be presented in assembly each week.
- Each Head of Year will nominate one pupil who has demonstrate our Core Values and they will be presented with a certificate by the Principal.
- Postcards home will be sent to pupils to celebrate achievements.

Half-termly rewards

- Each half term celebration assemblies are held for each year group to celebrate achievements and significant improvements for individuals and groups of pupils. During these assemblies pupils will be presented with the Subject Award, Head of Year Award, Principals Award and Outstanding Community Achievement Award.
- Heads of Year will identify one pupil for outstanding behaviour/character development during the half term. The pupil will be presented with an Outstanding Character certificate in a special half termly assembly.
- All subject leads will identify one pupil for outstanding work ethic per year group for the half term. The pupil will be presented with an Outstanding Work Ethic certificate in a special half termly assembly.
- The Principal will identify one pupil in Each Year Group for outstanding commitment to our core values. The pupil will be presented with the 3Cs certificate in a special half termly assembly.
- One pupil per Year group (if appropriate) will be awarded with the Outstanding Community Commitment Award. This is for pupils who have gone above and beyond to contribute to the wider community.

End of Term rewards Trip

- Pupils with 98% attendance, less than 3 behaviour points, no lates, no more than 3 missed homework's, no suspensions for the entire year to date will be invited on the rewards experience.

End of Term Experience

- Pupils will be eligible for a termly rewards experience by meeting both of the following criteria:
 - Achieve a **90% or higher positive-to-negative ratio** on Class Charts.
 - Earn the expected **Journey Badge** for that point in the academic year:
 - **Christmas:** Bronze Journey Badge
 - **Easter:** Silver Journey Badge
 - **Summer:** Gold Journey Badge
- Journey Badges recognise pupils' commitment to our school values and personal development throughout the year. Each year group follows its own Journey:
 - **Year 7: The Belong Journey**
 - **Year 8: The Grow Journey**
 - **Year 9: The Aspire Journey**
- Pupils who meet both the Class Charts and Journey Badge criteria will be invited to a termly rewards experience. Rewards will vary throughout the year and may include activities such as a cinema afternoon in the lecture theatre or other enrichment experiences.

Unacceptable Behaviours

When dealing with unacceptable behaviour, all staff will respond predictably, promptly, and consistently, in line with this policy. Responses will always be fair, proportionate, and focused on maintaining a calm, safe and orderly environment.

Unacceptable behaviours are categorised to provide clarity and consistency for staff and pupils. These behaviours fall into two categories:

Stage 1: Disruption to Learning Behaviours

These are low-level behaviours that disrupt learning and will be addressed initially within the classroom.

Pupils will receive a **warning**, which is logged on ClassCharts

The warning ensures the pupil understands:

- why the behaviour is unacceptable
- what the expected behaviour is
- what will happen if the behaviour continues

If the behaviour continues, the pupil will be **removed from the lesson** and referred to the IMPACT Centre.

Stage 2: Serious or Dangerous Behaviours

These behaviours are more serious and may pose a risk to others or significantly disrupt the learning environment.

These behaviours result in **immediate referral** to the IMPACT Centre or senior staff

They may lead to further sanctions, including suspension or alternative provision

Ready to Learn: Home Learning and Deadlines

- Pupils who fail to complete home learning or meet deadlines will be issued with an after-school compulsory catch up. Failure to attend this session will result in a Friday night detention. Failure to attend this detention will result in a day in IMPACT. Details will be text out to parents/carers.

Table 1: Stage 1 Disruption to Learning and Stage 2 Disruption to Learning Behaviours

<u>Stage 1</u>	<u>Stage 2</u>
<u>Disruption to Learning Behaviours</u>	<u>Disruption to Learning Behaviours</u>
1 warning followed by referral to the Impact Centre	Immediate referral to Impact Centre leading to a possible FTE

	Behaviours* may lead to an immediate FTE
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	Failure to attend a late to school detention
Littering in the classroom or around the school	Failure to comply with the uniform code, including PE kit.
Calling out	Sexualised language or behaviour*
	Bringing a weapon into school*
Lack of effort in the classroom	Using headphones/Bluetooth devices
Lack of pride in work/untidy work	Having a mobile phone in school
Talking over the teacher	Rude language or swearing
Chewing/eating in class	Truancy from lessons
Head on desk/slumped in chair	Cheating in exams/assessments
Failure to speak to staff with respect	Fighting, physically aggressive or threatening violence*
Failure to speak to peers with respect	Graffiti*
Walking away from a member of staff when being spoken to	Having alcohol, cigarettes/e-cigarettes or other banned substances in school*
Refusing to follow instructions from staff	Assault or inciting violence*
Answering back	Theft/Bringing in stolen items*
Failure to behave sensibly around the school (such as pushing or horseplay)	Damaging property or equipment*
Failure to speak to visitors with respect	Homophobic language or behaviour*
Disturbing others/out of seat without permission	Cyber bullying*
Disturbing others/out of seat without permission	Dangerous/unsafe behaviour*
Name calling	Racist language or behaviour*
	Bullying (Physical)
	Bullying (Verbal)
	Aggressive or threatening behaviour towards a member of staff
	Aggressive or threatening behaviour towards peers

- *Cyber bullying relates to both staff and pupils*
- *For further information on mobile phones – please refer to the Mobile Phone Policy*

Online Behaviour

The Academy expects pupils to behave safely, responsibly and respectfully when using technology both inside and outside school.

This includes, but is not limited to:

- sharing abusive, threatening or discriminatory content;
- creating or sharing images or videos of pupils or staff without consent;
- misuse of social media, messaging services or online gaming platforms;

- deliberately excluding or targeting others online;
- misuse of artificial intelligence, including the creation, sharing or possession of AI-generated intimate images or videos (including deepfakes), manipulated content or any other harmful digital material.;
- online behaviour which negatively impacts relationships within school or the wellbeing of pupils or staff.
- sexist, misogynistic or discriminatory behaviour, whether online or in person

Behaviour online that affects the Academy community may be investigated and sanctioned in accordance with this policy.

Responding to Unacceptable Behaviour

(Aligned to the Graduated Behaviour Support Framework)

Behaviour can provide important information about a pupil's experiences, needs or circumstances. While pupils remain responsible for their behaviour, staff will consider whether behaviour indicates an unmet need or safeguarding concern alongside an appropriate behaviour response.

Responses operate within the school's graduated, tiered framework, ensuring pupils receive the right support at the right time, moving from universal support through to targeted and intensive intervention where required

Tier 1: Universal Response (All Pupils)

The majority of behaviour is taught, reinforced and supported at Tier 1 through high-quality classroom practice, routines, and consistent expectations.

When Stage 1 behaviour occurs, staff will:

- Use **least invasive corrections** (non-verbal cues, proximity, redirection)
- Reinforce expectations using clear and consistent language
- Address behaviour **privately where possible**
- Re-teach routines and expectations where needed

If behaviour continues:

- A **formal warning** is issued and logged
- The pupil is clearly informed of expectations and consequences

At this stage, behaviour is addressed through classroom practice and does not require escalation beyond Tier 1.

Tier 2: Early Identification and Support

Where behaviour becomes **repeated or patterned**, staff move beyond immediate correction to consider whether behaviour may indicate **unmet need**.

Triggers for Tier 2 include:

- Repeated Stage 1 behaviours
- Increasing frequency of warnings or removals
- Patterns identified through ClassCharts or IMPACT data
- Staff concern based on knowledge of the pupil

At Tier 2, staff will:

- Monitor and analyse behaviour patterns
- Use **restorative and pastoral conversations**
- Seek **co-regulation support** where appropriate
- Share concerns with Heads of Year or pastoral teams

Pupils may receive:

- Short-term support (e.g. mentoring, report card, check-ins)
- Screening for SEND or SEMH needs
- Early Help or safeguarding support where appropriate

Tier 2 is a **preventative stage**, designed to address issues early and reduce escalation.

Tier 3: Targeted Intervention

Where behaviour persists despite support, pupils move to **targeted intervention**.

Indicators for Tier 3 include:

- Repeated referrals to the IMPACT Centre
- Persistent disruption to learning
- Ongoing difficulty with self-regulation
- Placement on the **Behaviour Risk Register**

At this stage:

- Behaviour is addressed through planned, evidence-informed intervention programmes which are regularly reviewed for impact.
- Support is planned, monitored and reviewed

Provision may include:

- Behaviour mentoring or report cards
- Behaviour Intervention Programme (BIP)
- EMPOWER, THRIVE or GCSE Ready programmes
- SEND interventions or multi-agency support

The aim is to:

- Develop self-regulation
- Address underlying needs
- Prevent escalation to more serious sanctions

Tier 4: Intensive Support and Intervention

For pupils with **significant or ongoing behavioural risk**, intensive support is required.

Indicators include:

- Serious incidents (Stage 2 behaviours)
- Repeated or prolonged IMPACT placements
- Risk of suspension or exclusion

At Tier 4, the school may implement:

- Placement in the **FOCUS Centre (Pupil Support Unit)**
- The **Better Me programme**
- Alternative Provision or off-site direction
- External agency involvement

This level of support is highly personalised and aims to:

- Stabilise behaviour
- Provide intensive intervention
- Support reintegration or transition

The Academy recognises that early identification and timely intervention are essential. Where behaviour indicates emerging need, pupils and families will be supported through appropriate early help and multi-agency services wherever appropriate.

The Role of the IMPACT Centre

The IMPACT Centre serves three key purposes:

- protecting the learning of others;
- providing structured reflection and behaviour coaching;
- identifying patterns of behaviour and informing targeted intervention.

All referrals:

- Are recorded and analysed
- Contribute to Tier 2 identification and Tier 3 decision-making
- Lead to a restorative conversation

Repeated referrals will:

- Result in placement on the Behaviour Risk Register
- Trigger targeted intervention at Tier 3

Restorative and Reflective Practice

At all stages, pupils are supported to:

- Reflect on their behaviour
- Understand the impact of their actions
- Repair relationships
- Re-engage positively with learning

Restorative conversations are a key part of:

- Reintegration following IMPACT
- Supporting long-term behaviour change

Consistency, Inclusion and Professional Judgement

All staff will:

- Apply the behaviour system **consistently and fairly**
- Maintain **high expectations alongside high support**
- Use professional judgement to consider context, individual circumstances and any safeguarding or additional needs while maintaining consistently high expectations.

Reasonable adjustments will be made where appropriate for pupils with:

- SEND
- SEMH needs
- Adverse childhood experiences

Data Reporting

- The Academy will collect, monitor and analyse IMPACT referral data on a daily and weekly basis in order to interrogate patterns, repeat offenders and the overall effectiveness of the behaviour system. This data will allow senior leaders to identify those who will benefit from targeted interventions to reduce referrals. Strategies and targeted intervention will be put in place for individual and groups of pupils., This will centre around the Academy behaviour risk register.
- Senior leaders will analyse incidents of bullying, discrimination, aggression, Child-on-child abuse (including harassment and violence) and derogatory language daily and ensure incidents are dealt with quickly and effectively.
- Senior Leaders will regularly analyse behaviour, suspension and exclusion data to identify any disproportionate impact upon pupils who share protected characteristics under the Equality Act 2010. Where disproportionate outcomes are identified, leaders will review practice and implement appropriate action to ensure behaviour systems remain fair, equitable and inclusive.
- Senior Leaders will refer repeat offenders to the IMPACT centre to the SENCO for SEND screening and SEND assessment

Dealing with more Serious Incidents and Referrals and Referrals for discrimination or Child-on-child abuse (including harassment and violence)

- Following certain unacceptable behaviours or repeated patterns of behaviours these include, but are not limited to:
 - ✓ Physical Assault
 - ✓ Verbal abuse
 - ✓ False allegation about staff
 - ✓ Being in possessions of banned items in school
 - ✓ Inciting Violence
 - ✓ Racist/homophobic/sexual behaviour and/or language (The Academy adopts a zero-tolerance approach to sexual harassment, sexual violence, misogyny and discriminatory behaviour, recognising that these behaviours are never acceptable and should not be dismissed as banter, part of growing up or harmless joking.)
 - ✓ Dangerous behaviour
 - ✓ Theft
 - ✓ Bringing a weapon into school
 - ✓ Aggressive or threatening behaviour
- The Academy will consider a range of strategies to help pupils understand how to improve their behaviour and meet the behaviour expectations of the Academy. These might include, but are not limited to:
 - ✓ Targeted discussions with the pupil, explaining what they did wrong, the impact of their actions on others and how they can make better choices in the future.
 - ✓ Opportunities to apologise to the relevant person – if appropriate.
 - ✓ A phone call to parents (and virtual schools for CLA)
 - ✓ Further investigation into the pupils conduct in school
 - ✓ Further investigation into the pupils conduct outside of school
 - ✓ Targeted behaviour intervention such as behaviour mentor or report card.
 - ✓ Suspension, if the behaviour meets the criteria.
 - ✓ Permanent Exclusion
 - ✓ Referral to external agency
 - ✓ Managed move
 - ✓ Respite placement at a pupil referral unit
 - ✓ Off site direction at another school

Safeguarding and Behaviour

Behaviour may provide important information about a pupil's experiences, wellbeing or unmet needs. While pupils remain responsible for their behaviour, staff will always consider whether behaviour may indicate abuse, neglect, exploitation, mental health concerns, child-on-child abuse, harmful sexual behaviour or another safeguarding concern.

Where behaviour raises a safeguarding concern, staff will respond in accordance with the Academy's Safeguarding and

Child Protection Policy and **Keeping Children Safe in Education**. Behaviour concerns will be considered alongside all available contextual information to ensure pupils receive the right support at the right time.

The Designated Safeguarding Lead (DSL) will determine whether safeguarding procedures, Early Help, multi-agency involvement or additional support is required alongside any appropriate behaviour response.

Targeted Support and Intervention.

The school's approach to managing and supporting pupils with challenging behaviour is grounded in a trauma-informed framework. This approach recognises the impact of adverse experiences on a pupil's behaviour and emotional well-being, ensuring that strategies are compassionate, empathetic, and tailored to individual needs.

The system is structured as a graduated framework that combines 4 tiers.

This graduated, four-tier approach ensures that each pupil receives support appropriate to their level of need:

- **Universal Support:** The Phase 2 Classroom Management Strategy and Behaviour Policy set a consistent baseline for all pupils.
- **Data-Driven Identification:** Behavioural data is used to identify pupils needing additional support, placing them on the Behaviour Risk Register.
- **Targeted Interventions:** Pupils on the Behaviour Risk Register are assigned to one of the Tier 3 programmes—EMPOWER, THRIVE, BIP, GCSE ready, SEND interventions—to address specific behavioural, SEND or emotional needs.
- **Intensive Support:** Pupils with severe behavioural risks are enrolled in the Tier 4 Better Me programme and external agency reviews providing high-level support to prevent exclusion.

Through this trauma informed, structured approach, the school creates a responsive, inclusive, and effective behaviour management system that prioritises the well-being, development, and success of every pupil.

This trauma-informed, tiered approach promotes positive behaviour, emotional resilience, and academic engagement throughout the pupil's school journey, ensuring every child is supported to reach their full potential.

Targeted intervention may include:

- Behaviour mentor
- Referral to partner agencies (EHA)
- SEND screening to identify unmet need.
- Reading programme
- Report card
- Behaviour Intervention Programme
- Thrive
- EMPOWER
- GCSE ready Programme

Personalised approach to pupils with additional needs and/or SEND

- Fulwood recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
 - Social, Emotional, and Mental Health Needs (SEMH);
 - Adverse Childhood Experiences (ACE);
 - Special Educational Needs (SEN) and Disabilities (SEND).
- As part of their Phase 2 Positive Classroom Culture training and SEND support, staff will receive training to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
 - an assessment to establish a clear analysis of the pupil's needs;
 - a plan setting out how the pupil will be supported using a Pupil Passport (PSP);
 - the required actions to provide the support;
 - regular reviews to assess the effectiveness of the provision and identify any recent changes.
- Reasonable adjustments such as movement breaks within lessons, adjustments of seating plans, adjusting the uniform requirements for those pupils with sensory issues
- Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
- Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g., delayed development leading to difficulties following instructions.
- Teachers within the school will be aware of the content of a Pupil Passport (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.
- Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
- Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy, although where appropriate and reasonable some adjustments can be made to routines for pupils with additional needs.

The Report Card

- The senior leader for behaviour will decide if the pupil will benefit from being placed on a monitoring report to help them regulate their behaviour and improve their attitude to learning. This will be based on behaviour points each week.

Detentions

In accordance with the Education Act 2002 and current DfE guidance, authorised staff have the legal power to:

- issue breaktime, lunchtime and after-school detentions without parental consent;
- confiscate prohibited items where appropriate;
- search pupils or their possessions where legislation permits;

- use reasonable force where lawful and necessary.

These powers will always be exercised fairly, proportionately and in the best interests of pupils. Parents will be notified of this.

- Same day detentions **will** form part of any referral to the IMPACT centre. Any pupil in IMPACT will remain in IMPACT until 3.30pm or up to 4pm depending on the severity of the reason for the referral to IMPACT or If behaviour in IMPACT has been poor.
- Key Stage 3 pupils will be given a 1-hour same day detention (Compulsory Catchup) if they have not completed their SPARX homework (Monday – Wednesday). Failure to attend these detentions will result in a 1-hour Friday night detention. Failure to attend this detention will result in an IMPACT referral.
- A 30-minute same day detention will also be given to pupils have received 3 behaviour warnings in 1 day.
- Pupils will receive lunch and breaktime detention for repeated uniform infringements (more than 1 occasion). This includes not having a bag
- Pupils will receive a 30 minute detention if they are late to lesson.

Offsite Direction – Long term

- In exceptional circumstances—where all available interventions have been exhausted and a pupil continues to display persistent disruptive behaviour—Fulwood Academy may consider a *12-week offsite direction* to another local school. This opportunity provides the pupil with a fresh environment to reflect, reset, and re-engage positively with their education. The aim is for this move to potentially become a permanent managed transfer, offering a genuine fresh start.
- Off-site direction will only be used where it is lawful, proportionate and in the best interests of the pupil, having considered all reasonable alternatives and support available within the Academy.
- Parents/carers and the pupil will be fully involved in the process, and discussions will take place regarding a suitable alternative school within the local catchment area. Experience has shown that a new setting can often be the catalyst for positive change in a young person’s educational journey.

Key Details of Long-Term Offsite Direction:

- **Duration:** Typically 12 weeks, with possible extension to 18 weeks in exceptional cases.
- **Dual Roll:** The pupil remains on roll at Fulwood Academy and is temporarily dual-rolled with the receiving school.
- **Uniform & Integration:** The pupil is expected to wear the full uniform of the receiving school and fully integrate into their lessons.
- **Monitoring:** Regular review meetings will take place involving the pupil, parents/carers, the Fulwood Year Leader, and the designated staff member from the receiving school to monitor progress and ensure consistent support.
- **Termination of Placement:** The receiving school reserves the right to terminate the direction early in cases of:
 - Serious behavioural incidents
 - Persistent disruption to learning
 - Ongoing non-engagement
 - Severe or unexplained absence
 - If the placement is unsuccessful, the pupil may return to Fulwood Academy on a phased reintegration or, if warranted, a permanent exclusion may be considered by the Principal.

- If the placement is successful, the pupil will be formally *managed moved* and placed solely on the roll of the new school.

Offsite Direction -Short term

- For certain incidents where immediate reflection is necessary, the Principal may issue a *short-term offsite direction* to an alternative school for **1–10 days** as a behaviour intervention. This decision will always align with DfE guidance on alternative provision and will be used to help the pupil reflect on their actions in a new environment.

Key Details of Short-Term Offsite Direction:

- **Parental Notification:** Parents/carers will be informed in writing ahead of the placement.
- **Uniform:** Pupils must wear full Fulwood Academy uniform while attending the partner school.
- **Location:** Pupils will work in the isolation room of the named school, with set work provided by Fulwood Academy.
- **Reflection Booklet:** Pupils will complete a reflection booklet during their placement. The content will form the basis of a reintegration meeting upon their return to Fulwood Academy.
- Should the pupil fail to engage with this reflective process, the Academy may consider escalating the intervention to a longer-term offsite direction.
- The pupil will remain on the full roll of Fulwood Academy throughout the short-term placement.
- A reintegration meeting will take place after the placement – In this meeting a support plan will be put into place.

Pupil Support Unit - Focus

- The purpose of Fulwood's Pupil Support Unit, Focus, is to support pupils for both behavioural and pastoral reasons and as a final preventative measure to support pupils at risk of exclusion.
- The aim of Focus is to improve behaviour and maintain learning with the goal of successfully reintegrating pupils back into mainstream lessons.
- Referrals to the Pupil Support Unit will be based on previous behaviour data. The Vice Principal for inclusion will oversee the referral process. Parents and multi-agency partners will be part of the referral process.
- All pupils will have access to a broad and balanced curriculum that aligns to the curriculum in mainstream lessons. All pupils will follow their own mainstream timetable. Pupils will access all 'green' lessons in the mainstream school but will remain in Focus for red lessons. During red lessons pupils will be expected to continue with their learning simultaneously. Ensuring pupils have access to the Academy curriculum will support reintegration.
- Pupils will have access to targeted interventions while in focus that supports them in regulating their own behaviour, teaching them about what behaviour that reflects the Academy values looks like,
- School leaders and Head of Year will maintain a positive and visible presence within the unit to ensure pupils feel and integral part of the Academy.
- Staff within the unit will have the appropriate skills and knowledge to support the pupils within the unit with their behaviour and learning needs so that impact and progress is effective.
- Pupils will have a strict review process each half term.

Alternative Provision

- In exceptional circumstances, leaders in consultation with parents/carers, may decide it is in the best interests of the pupil to access alternative provision. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.

Leaders will ensure pupils receive a positive experience when accessing alternative provision. They will:

- check the external provider is registered;
- check safeguarding arrangements to ensure pupils are safe and feel safe;
- monitor pupils' attendance each day;
- speak with staff and pupils regularly to check the provision is making a positive difference pastorally and academically. Leaders will intervene swiftly when this is not the case;
- monitor pupils' academic performance and take immediate action if a pupil is falling behind;
- consider if reintegration back into mainstream is appropriate. If so, leaders will put in place a robust reintegration package.
- If a pupil fails their placement at alternative provision as a result of behaviour which falls below expectations, they will attend a meeting with the Principal to discuss the next steps. This is organised by the senior leader responsible for inclusion. The next steps may include:
 - an alternative placement;
 - permanent exclusion.

Suspensions and Exclusions

- All exclusions will be made in line with government guidance and by following the Principal's Suspensions Checklist. Schools will have due regard for the implications of the following when making these decisions:
- DfE – Suspensions and Permanent Exclusion from maintained schools, academies and pupil referral units July 2022;
- DfE – Behaviour in Schools: Advice for Headteachers and School Staff;
 - Equality Act 2010;
 - Keeping Children Safe in Education;
 - Code of Practice for Special Educational Needs;
 - The Children's Act (with particular reference to children in the Care of the Local Authority).
- The decision to exclude will be:
 - lawful;
 - rational;
 - reasonable;
 - fair;
 - proportionate.
- The Principal will exclude from school only on disciplinary grounds. In their absence, a Vice Principal or Assistant Principal will carry out this function.

- It is unlawful to exclude on non-disciplinary grounds such as:
 - academic attainment/ability;
 - actions of a parent/carer;
 - failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.
- A full and detailed investigation will be undertaken prior to a decision to suspend or exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.
- In deciding whether to suspend or exclude, the Principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs or bullying.
- In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour. This will include:
 - an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
 - the use of a multi - agency assessment for pupils who demonstrate persistent disruptive behaviour;
- Prior to a decision to exclude a pupil, the Principal should seek advice and guidance from the Chair of Trustees
- Any suspensions or exclusions will be in accordance with the guidance in Part 3 of Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.

Suspensions

- A Suspension is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.
- The law does not allow for extending a suspension or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.
- A suspension can be issued for children whose behaviour is disruptive during lunch - time. Such an exclusion is counted as a half day exclusion.
- The behaviour of a pupil outside the school premises can be considered grounds for a suspension or exclusion.
- The following will be informed about the decision:
 - the local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol;
 - the local governing body immediately where a meeting is required or each term where a meeting is not required
- Reintegration planning will begin before the pupil returns to school wherever possible. The Academy will work collaboratively with pupils, parents/carers and external agencies to develop an effective reintegration strategy which supports a successful return to full-time education.
- The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate

to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

- A Principal may cancel a suspension that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

Permanent Exclusion

- Permanent exclusion is a sanction of last resort and will be used sparingly.
- A decision to permanently exclude should **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 school.'
- A Principal may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.
- The following will immediately be informed about the decision:
 - the local authority in which the child resides and the local authority in which the school is located if different;
 - the local governing body; and

Education for excluded pupils

- For fixed period exclusions of more than 5 school days, the school will arrange suitable full-time education from the sixth day of the exclusion.
- For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding a pupil

- The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.
- The exclusion letter will note the following:
 - whether exclusion is fixed (suspension) or permanent;
 - the duration of the exclusion if it is for a fixed period;
 - reasons for the exclusion;
 - the right to make representation to the local governing body and how the pupil may be involved with this;
 - contact details for making representations to the local governing body and where there is a legal requirement for the local governing body to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend, parents have the right to request a

remote meeting.

- arrangements made by the school for the pupil's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school;
- where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- dates the excluded pupil must not be present in a public place during school hours; and sources for free and impartial advice.

Local Governing Body

The local governing body will review the following exclusions for reinstatement within 15 school days of receiving notification of the exclusion:

- permanent exclusion;
- suspension resulting in bringing the total number of fixed period exclusions to more than 15 school days in a term;
- exclusion that will result in the pupil missing a public exam or national test.

Where parental representations are received for a child who is excluded for more than 5 school days but less than 15 school days in a term, the local governing body will consider reinstatement within 50 school days, even though it may not affect the actual exclusion, as the child will already have served the exclusion. Where a decision to reinstate is made, the child's records can be amended.

- Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that at least 5 school days prior to the meeting, all the documents that the principal will present at the local governing body meeting are provided to all parties. Parents have the right to request a remote meeting.
- The meeting of the local governing body will be clerked by the clerk to the Governor's.
- The clerk will inform parents/carers, Principal and local authority of the outcome of the meeting.

Independent review panel

- For permanent exclusions, where the local governing body decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.
- The letter from the clerk will note the following information:
 - date by which the application for review must be made (25 school days from receiving notification of the decision not to reinstate);
 - where and to whom the application for a review including any written evidence must be submitted.
 - the grounds upon which a review is made. Where appropriate, this should include a reference to how a pupil's special educational needs are considered relevant to the exclusion;
 - a statement that, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel;
 - details of the role of the SEN expert;
 - a statement that parents/carers can bring a friend or representative at the meeting;
 - sources of free and impartial advice.
- Following receipt of an application for review, the clerk to the Governors will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 25 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of

the hearing and be sent all the necessary documents.

- Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged

The independent review panel members will comprise of the following:

- lay member to chair the panel;
- current or former school governors; and Principal.
- The role of the independent review panel is to review the local governing body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

The independent review panel can decide the following:

- uphold the exclusion;
 - recommend that the local governing body reconsiders the decision; or
 - quash the decision and direct that local governing body considers the exclusion again.
- The clerk will immediately notify the decision of the panel to the local authority, parents/carers and the local governing body.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)

If we have concern about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan we will, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, we will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for school to request an EHC assessment or a review of the pupil's current package of support.

Pupils who have a social worker, including looked-after children, and previously looked-after children

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential.

Where a pupil has a social worker, e.g. because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher will inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (CLA) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher

(DT) should contact the local authority's VSH as soon as possible.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan.

This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.

Use of reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Full guidance can be found in the School's Use of Reasonable Force Policy.

Powers of search and confiscation

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.
The Academy may search, without consent where legislation permits, for prohibited items including:
 - knives or offensive weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - vaping devices and vaping products;
 - fireworks;
 - pornographic images;
 - prohibited electronic devices;
 - any article that has been or is likely to be used to commit an offence, cause injury or damage to property;
 - any item identified within the Academy rules as an item that may be searched for.
- Weapons and knives and extreme pornography or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.
- Any searching of pupils will be implemented consistently, proportionately and fairly. Full guidance can be found in the Schools Powers of Search Policy.

Mobile Phones

The Academy operates as a mobile phone-free environment in accordance with the Academy Mobile Phone Policy.

Mobile phones must remain switched off and out of sight throughout the school day unless expressly authorised by a member of staff.

Any misuse of mobile phones will be dealt with in accordance with both this Behaviour Policy and the Academy Mobile Phone Policy.

Recording rewards and sanctions on Class Charts.

- All Reward points must be recorded on Class Charts. The member of staff who awards the reward point, is responsible for recording it on Class Charts. The reason for the reward point should be shown, selecting the appropriate category.
- All behaviour points must be recorded on Class Charts.
- The member of staff who refers the pupil to Impact Centre will be responsible for selecting the appropriate category from the Stage 1 or Stage 2 behaviours. Notes can be added for clarity of incidents.
- When determining rewards, behaviour points will be deducted from the number of rewards points for each pupil. This gives each pupil an overall points total.

Attendance and Behaviour

The Academy recognises the strong relationship between attendance, behaviour and safeguarding.

Where persistent absence and behaviour concerns occur together, leaders will consider both issues holistically through the Academy's graduated attendance and behaviour frameworks. Support will be coordinated to address underlying barriers to attendance, learning and behaviour, ensuring pupils receive the right support at the right time.

Use of CCTV

- CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.