



# Behaviour and Rewards Policy

Fakenham Academy Behaviour and Reward Policy	
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The policy is communicated by the following means	Annually at Parent 1:1s Via the Home Academy Agreement Academy Website Parent evenings
Staff	Policy Folder in the Staff Handbook, website, email and CPD
Parents	Website and letter home
Pupils	Form time, pupil planners, posters and Assemblies



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### **1. Key Principles**

At Fakenham Academy we provide a challenging, inclusive, high quality education and provide a caring, stimulating and aspirational learning environment in which successful learning can take place.

We believe that excellent behaviour is a result of excellent teaching and our priority as an academy is to ensure that all teachers deliver Quality First Teaching. We believe that all pupils and all staff have the right to learn and work effectively. In order to achieve this, it is vital that all members of the community feel safe, secure, valued and there is an atmosphere of mutual respect for all individuals.

Central to this policy are our academy values, 'Passion, Ambition, Commitment and Excellence' This embodies our belief that resilience, determination and a 'can do' attitude will enable all of pupils to succeed in academy, be ready to lead, ready for university and beyond.

At Fakenham Academy, we believe that implementing this behaviour policy consistently and fairly is the responsibility of all members of the academy community.



## 2. Introduction

2.1. At Fakenham Academy we believe that a safe environment of mutual respect and cooperation results in the most effective climate for learning and teaching.

2.2. The fundamental principle underpinning our behaviour policy is promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

2.3. Inclusion features strongly in this policy as it goes to the heart of our community and as an organisation. We will strive to achieve a balance between supporting pupils but also ensuring pupils can learn free from disruption and feeling safe.

2.4. To ensure that the policy is implemented in a consistent, fair and equitable manner we expect all staff to follow our shared approach.

2.5. The policy should be read in conjunction with the academy's Safeguarding and Child Protection Policy and staff code of conduct.

## 3. Legislation and meeting statutory requirements

This policy adheres to statutory guidance from the Department for Education (DfE) with specific reference to:

- ❖ Behaviour and discipline in academies
- ❖ Searching, screening and confiscation at academy
- ❖ The equality act at 2010
- ❖ Use of reasonable force in academies
- ❖ The power to discipline beyond the academy gate
- ❖ Supporting pupils with medical conditions at academy

## 4. Roles and responsibilities of Governors, Staff, Pupils, Parents and Carers in promoting positive behaviour

<b>Pupils</b>	<ul style="list-style-type: none"> <li>● To follow Fakenham Academy Values in and outside the classroom</li> <li>● To always have their POWER OF 3. (<b>Planner, Reading book and Pencil Case</b>)</li> <li>● To arrive on time to academy and lessons in an orderly manner.</li> <li>● To adhere to the 'STRIVE' rules</li> <li>● Follow teachers' instructions at the first time of asking.</li> <li>● Meet all uniform expectations.</li> <li>● To ensure high standards of behaviour and attendance are met, in academy, to and from academy and when representing the Academy.</li> <li>● To expect to be praised and rewarded for achieving and maintaining high standards of behaviour and attendance.</li> <li>● To access appropriate support if there are significant learning or personal problems.</li> <li>● To show respect for the opinions and beliefs of others.</li> <li>● To show respect for the academy environment.</li> <li>● To adhere to the Academy's policy with regard to mobile phone use</li> <li>● To use social media in a responsible manner and not to bring the academy into disrepute via social media</li> </ul>
<b>Pupil Leadership Team</b>	<ul style="list-style-type: none"> <li>● To support the Headteacher and the Academy Leadership Team in upholding 'The Fakenham Values'.</li> <li>● To be a positive role model for pupils, maintaining high standards of attendance, punctuality, behaviour and uniform in order to reflect the academy expectations.</li> <li>● Monitor transitions ensuring pupils are walking fast, orderly and quietly to their next lesson.</li> </ul>
<b>All Staff</b>	<ul style="list-style-type: none"> <li>● To model positive behaviours and build meaningful relationships</li> <li>● To be calm and give 'time to respond' when going through behaviour steps.</li> <li>● To follow up every time, retain ownership and engage in restorative dialogues.</li> </ul>



	<ul style="list-style-type: none"> <li>● Never ignore or walk past pupils who are not meeting expectations including dealing with uniform, behaviour, eating and use of mobile phones.</li> <li>● To ensure praise outweighs anything negative.</li> <li>● To allow all pupils a fresh start after time in the Reflection or Exclusion</li> </ul>
<b>Form Time Tutor</b>	<ul style="list-style-type: none"> <li>● To maintain oversight of the achievement and behaviour points of the form group recognising best conduct and challenging poor behaviour.</li> <li>● To work in partnership with the Progress Leaders to implement intervention strategies to address attendance, punctuality or behaviour issues.</li> <li>● To establish daily form time routines to ensure pupils arrive to form group on time, have their POWER OF three, in the correct uniform, and are ready to learn.</li> <li>● To take an accurate and efficient register daily.</li> <li>● To raise the profile and importance of excellent pupil punctuality and attendance and to positively role model this.</li> <li>● To ensure pupils are engaged in purposeful activities during form time.</li> <li>● To foster and maintain good links with parents/carers.</li> <li>● To gain knowledge and insight of pupils within your form group enabling you to contribute information as and when required.</li> </ul>
<b>All classroom teachers, supply teachers and Pupil Support Leaders</b>	<ul style="list-style-type: none"> <li>● To deliver lessons in the 'Fakenham Way' to engage, challenge and meet the needs of all pupils.</li> <li>● To meet and greet pupils as they enter the classroom with a warm smile.</li> <li>● To ensure the first 5 minutes of the lesson is silent. (DO NOW)</li> <li>● To ensure there is a seating plan in place.</li> <li>● To take responsibility for the management of pupil behaviour and associated follow up actions as appropriate.</li> <li>● To ensure that the policy and procedures are followed and applied consistently and fairly.</li> <li>● To communicate regularly with parents/carers.</li> <li>● Record rewards and disciplinary consequences on Class Charts and pupil planner appropriately.</li> <li>● To complete pupils reports by the end of the day.</li> </ul>
<b>Middle Leaders</b>	<ul style="list-style-type: none"> <li>● To ensure Quality First Teaching and secure curriculum delivery to maximise positive behaviour</li> <li>● To ensure systems and procedures are in place within the curriculum area to manage behaviour in line with the Behaviour for Learning Policy.</li> <li>● To monitor all behaviour incidents in the Curriculum Area to ensure they have an accurate overview to both support and challenge their team.</li> </ul>
<b>Progress Leaders</b>	<ul style="list-style-type: none"> <li>● To support pupils and staff on a day to day basis in ensuring the highest possible standard of behaviour, attendance, punctuality and uniform.</li> <li>● To communicate effectively with relevant staff, parents/carers and external agencies regarding pupil behaviour.</li> <li>● To use assemblies to recognise achievement within attendance, punctuality and behaviour, and reinforce expectations.</li> <li>● To support with the process of any external referrals.</li> <li>● To maintain oversight of the reward system and behaviour incidents across the academy.</li> <li>● To facilitate restorative meetings with pupils and staff when appropriate.</li> <li>● To provide pupils with strategies to take responsibility for their own behaviour.</li> <li>● To provide input for pupils who need intensive support and withdrawal from class for specialist intervention.</li> <li>● To provide support for staff dealing with behaviour incidents.</li> <li>● To keep a record of pupil reflection sheets</li> <li>● To monitor and ensure consistency during form time</li> <li>● To support Form Tutor delivering coaching time.</li> <li>● At times cover Form Time.</li> <li>● To foster and maintain good links with parents/carers</li> <li>● To run year group competitions</li> </ul>
<b>ACADEMY LEADERSHIP TEAM</b>	<ul style="list-style-type: none"> <li>● To monitor the implementation of the Academy Values through the line management structures of the academy and support Middle Leaders in their role.</li> <li>● To make appropriate decisions, in collaboration with the PROGRESS LEADERS on the consequences regarding pupil behaviour, including exclusions.</li> <li>● The Leadership Team and Middle Leaders will support staff in the effective implementation of the policy and will communicate the importance of high standards of behaviour to pupils.</li> <li>● To support staff by being a 'visible presence' during all times of the academy day.</li> </ul>
<b>Governance Team</b>	<ul style="list-style-type: none"> <li>● To monitor and review the effectiveness of the Behaviour and Reward Policy on a regular basis.</li> <li>● To make recommendations to the Headteacher to update policy.</li> </ul>



	<ul style="list-style-type: none"> <li>• To visit the academy to observe the Behaviour and Reward Policy in action.</li> <li>• To consider recommendations by the Headteacher about fixed term and permanent exclusions.</li> <li>• To listen to the opinions of staff, pupils and parents/carers on the policy.</li> <li>• To convene disciplinary panels when necessary.</li> <li>• Understanding of the Home Academy Agreement.</li> <li>• To support reward and celebratory event</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• To adhere to the Home/Academy agreement</li> <li>• To work in partnership with staff to ensure good behaviour</li> <li>• To support your child with their homework and they complete it by the due date.</li> <li>• To check your child's Class Charts daily to view merits and any demerits/detentions.</li> <li>• To inform staff of any concerns</li> <li>• To respond to concerns raised by members of staff</li> <li>• To ensure pupils come to academy in academy uniform, correctly equipped and prepared to work</li> <li>• To treat all members of staff with courtesy in all communication including the use of social media</li> </ul>

## 5. Acknowledgement of our 'ways of being'

The academy believes that rewarding positive behaviour encourages pupils to behave well and promotes a sense of belonging to the academy. The reward system encourages pupils to participate fully in the life of the academy and recognises achievement across a broad spectrum of activities.

5.1. **Verbal acknowledgement** | Around the academy, and in lessons, staff members use positive language, specific descriptive feedback and reinforcement to signal to pupils that they are demonstrating positive learning habits. Progress leaders, Pupil Support Leaders and teachers will communicate with home regularly; this is an opportunity to provide our families with positive information.

5.2. **Merits** | Pupils are acknowledged in the form of merits which are issued electronically by teaching and support staff. There are weekly, half termly and termly awards from individuals, forms and year groups.

5.3. **Post cards & Letters Home** | Departments, Progress Leaders, Pupil Support Leaders and our Senior Leadership Team will send postcards and letters home to pupils who demonstrate over and above behaviours that mirror our core values.

5.4. **Golden Tickets** | Teachers and Support Staff can hand out one golden ticket per lesson for pupils who demonstrate outstanding learning habits. For example, supporting their peers to promote a positive learning environment (succeeding together), developing their own knowledge and skills to benefit themselves and fellow pupils (be yourself, always), being a driving force to make sure my academy moves forward. I am mindful that my behaviour and actions have an impact on others (Do what matters most), encouraging co-operation between pupils to promote trust, mutual respect and support (show you care).

5.5. **Raffles** | Pupils who consistently demonstrate outstanding learning habits will be entered into raffles to win various prizes. An example of prizes are; queue jump at break & lunch, chocolate hamper, shopping vouchers, revision packs, trips and various other venues throughout the year.

5.6. **Achievement assemblies** | The Academy seeks to celebrate success through events such as Achievement Assemblies. Achievements are publicised on Twitter, Facebook, Instagram and Academy newsletters and in the local press.

5.6. **Pupil Council** | The Academy actively considers other methods of rewarding pupils and liaises with the pupil body through the Academy Council to ensure the system is successful and valued.



## **6. Support structures for pupils causing concern**

The following structures exist within the academy to support pupils whose behaviour is causing concern.

**6.1. Graduated Approach** | to meeting the needs of pupils with additional needs including those with social, emotional and behavioural needs. The SENDCo and pastoral team meet regularly to identify which pupils have additional needs and agree how best the academy can meet those needs and identify where external agency support is required. Individual Support Plans are used when necessary. (appendix 4)

**6.2. Placement on the SEND Register** | Pupils are assessed and their need identified before being on the register. Graduate approach is monitored by the SENDCO and appropriate interventions are put in place.

**6.3. Involvement of Pastoral Support Leaders** | The academy has a Pastoral team, who support pupils on an individual basis.

**6.4 External Agency Support** | The Academy looks to support children with emotional needs through working with external agencies. For example, through The Matthew Project; the Short Stay Academy for Norfolk and Early Help.

**6.5 Pastoral Support Plans (PSP)** | Parents/carers are always carefully involved in discussing the guidance and support offered to pupils with behavioural difficulties. Where appropriate, they are consulted when drawing up specific targets for reports and Pastoral Support Plans (PSPs). The Inclusion Team always keep parents/carers updated and informed of progress.

## **7. Procedures for dealing with unacceptable behaviour**

7.1. All incidents must be logged by staff on Class Charts and mandatory actions followed.

7.2. It is the responsibility of the member of staff who 'opens' an incident on Class Charts to ensure actions are followed up and the incident is closed.

7.3. It is the responsibility of the Progress Leaders to monitor pupils' behaviour across the curriculum. They will become involved if a pupil's behaviour is causing concern in a number of subject areas. They are also responsible for dealing with serious incidents which are likely to result in exclusion.

7.4. Members of the Senior Leadership Team or pastoral team are available throughout the day to remove pupils from lessons where there is serious disruption.

7.5. For minor breaches of our behaviour expectations, teachers use informal verbal warnings and other positive behaviour reinforcement techniques. Should it be required, they then follow the formal system outlined in (appendix 1). Where breaches are persistent, the 'Graduated behaviour' system outlined in (appendix 4) is employed.

## **8. Consequences**

The purpose of Consequences is to bring about a change in behaviour by:

- ❖ helping pupils to learn that their behaviour is unacceptable
- ❖ helping them to recognise the effect of their actions and behaviour on others
- ❖ helping pupils (in ways appropriate to their age and development) to understand that they have
- ❖ choices about their own behaviour and that all choices have consequences



- ❖ helping them to learn to take responsibility for their behaviour
- ❖ helping pupils to understand the structure and boundaries in the academy

Outlined below are examples of unacceptable behaviour and Consequences which are available. The academy does not operate a 'tariff' system or 'zero tolerance', and each behaviour incident is addressed according to its circumstance taking into account the needs of the victim(s) the wider academy and community and the needs of the perpetrator. Consequences will be applied fairly and proportionately in accordance with guidance set out.

The Academy classified incidents in the following manner. **It is important to note that this does not form a definitive list** and the classification of incidents is left to the professional judgement of the staff involved with the Headteacher making the final judgement in incidents deemed to be serious or very serious.

### Classification of incidents

**8.1 C1-Minor (One off Incidents inside the classroom)** | These incidents are dealt with by the classroom teacher.

**8.2. C1-Minor (One off Incidents outside the classroom)** | These incidents are dealt with by all staff. Staff are expected to support the smooth running of the academy and support colleagues by ensuring minor incidents are always addressed.

**8.3. C2- Medium (Persistent incidents or Significant incidents)** | These incidents must be recorded on Class Charts where a student continues not to make appropriate choices.

(see appendix 1 for consequences)

**8.3. C3- Serious (Out of lessons)** | Serious incidents are dealt with by PL, SSL, SLT. Unacceptable behaviour in this category may include; truancy from academy & lessons, extreme rudeness to staff, aggressive behaviour, refusal to comply with other Consequences, theft, bullying, Harmful sexual behaviour – sexual remarks, taunts, physical or online harassment, fighting, discriminatory language.

(see appendix 1 for consequences)

### **8.4. C3- Serious (Persistent incidents - Removal from lesson)**

These incidents must be recorded on Class Charts. Unacceptable behaviour in this category may include; persistently disrupting the learning of others, rudeness towards staff, refusal to comply with classroom expectations, bullying, Harmful sexual behaviour- sexual remarks, taunts and using discriminatory language. (see appendix 1 for consequences)

Persistent classroom removals will lead to a fix term exclusion.

**C4- (Very Serious Incidents)** | serious incidents of bullying, sexual contact, racial/sexual harassment/homophobic or any discriminatory behaviour towards those with protected characteristics. <https://www.gov.uk/discrimination-your-rights>, fighting, bringing an offensive weapon to academy (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive), involvement with drugs or alcohol, verbal or physical aggression to a member of staff will be treated with the utmost severity, Incidents that are not in line with the principles and values of Fakenham Academy or could adversely affect the reputation of the academy.



## 9. Detentions

Detentions form a part of our approach to behaviour management and there is an expectation that parents/carers will support the academy's decision to place a pupil in a detention. There are 4 consequences (C) as an outcome of pupils not meeting our expectations (appendix 1)

Where a pupil has seriously breached the Academy's behaviour expectations, C3 or C4, they will go to Reflection room which is supervised by Inclusion Manger, Progress Leader and Senior Leadership Team. It operates from 9:00am- 3:20pm each day in order to support and correct the behaviour of those pupils referred to it. Pupils are provided with relevant work throughout the day. Break and lunch sessions are also spent within the Reflection Room. Pupils will have their physical break at an alternative time to their peers. There will also be the opportunity for pupils to reflect on the behaviour that has earned them the sanction and to complete a Restorative Conversation where appropriate.

Parents will be informed of the behaviour that has resulted in the consequence of Reflection and, depending on the specific behaviour, will be invited in for a reintegration meeting. Following their time in the Reflection Room, pupils will be placed on a Progress Leader Report to monitor their behaviour (where applicable).

## 10. Exclusions

The academy follows the legislation and DfE Advice for Headteachers, academy staff and governing bodies. See below:

<https://www.gov.uk/government/publications/academy-exclusion>

<http://www.legislation.gov.uk/ukxi/2014/3216/contents/made>

<http://www.legislation.gov.uk/ukxi/2012/1033/made>

**10.1 Fixed Term Exclusions** | The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion. A reintegration with the pupil and parent should take place at the end of the exclusion and prior to the pupil re-entering the main academy. If the academy is not confident that the pupil is fully prepared and ready to join the main academy, the pupil may be required to work in the Reflection Centre.

Fixed term exclusions may be as the result of a single incident or a series of persistent incidents. The Headteacher will decide the severity of each incident by its context.

**10.2. Permanent Exclusion** | The Academy makes every reasonable effort to avoid the sanction of permanent exclusion. However, there are certain infringements of this Policy which will lead to the Academy considering permanent exclusion. In all cases the decision to permanent exclude a pupil rests with the Headteacher, who will discuss the exclusion with the CEO of the Trust. The decision to permanently exclude are for the following types of incident including, but not limited to, the following:

- ❖ Bringing a weapon, or replica weapon, or an item which can be used as a weapon, including, but not limited to, a blade, into Academy regardless of intent.
- ❖ Physical Assault or threat of, on a member of staff, pupil, governor or visitor.
- ❖ Involvement with, possession of, or improper use of, or supply of drugs, illegal substances, 'legal highs' or drug paraphernalia into the Academy.
- ❖ Theft from academy premises.





- ❖ Persistent disruption of the learning of other pupils, over a period of time
- ❖ Isolated acts of aggression which harm, or could have harmed another person.
- ❖ Persistent bullying, which continues despite the Academy's best efforts to modify this behaviour.
- ❖ Persistent breaches of the Academy's Equalities Policy, including any harassment that violates those with protected characteristics.
- ❖ Serious or persistent misuse of social media
- ❖ Any behaviour which, in the opinion of the Academy, is likely to endanger the welfare or wellbeing of any other users of the Academy.
- ❖ A very serious 'one off' incident

## **11. Possession of any prohibited items. These include:**

Being involved in the supply, possession or consumption on, or conveyance onto, academy premises or on academy trips at any time of illegal drugs, non-prescription drugs, alcohol and other banned items is not allowed and will result in the most serious of consequences which includes fixed term and permanent exclusion. are classed as banned items. The following is a list of 'banned items', it is not exhaustive and the Academy retains the right to consider items as prohibited that are not included where the possession of an item poses a risk to the Academy, Staff or pupils.

- ❖ Knives and any implement that could be used as a weapon
- ❖ Alcohol
- ❖ Illegal drugs
- ❖ Legal highs
- ❖ Stolen items
- ❖ Tobacco and associated smoking paraphernalia including E-cigarettes and vapes.
- ❖ Fireworks
- ❖ Pornographic images (including those accessed via social media, mobile phone or other such medium)
- ❖ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- ❖ Non-prescribed drugs
- ❖ Cigarette papers
- ❖ Lighters
- ❖ Matches
- ❖ Stolen items
- ❖ Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence and/or cause personal injury to, or damage to the property of, any person
- ❖ Whilst prescription medication may be brought into academy, it must be stored safely and securely in the medical room. Misuse of prescribed medication will be deemed to be a serious breach off the academy's behaviour policy.

## **12. Dealing with bullying**

12.1. As an academy we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Consequences will be taken against pupils who are found to have bullied other pupils and restorative measures used if appropriate.



12.2 Moreover, as an academy we believe that we have a responsibility to build a climate and ethos that encourages our pupils to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other. We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no pupil is discriminated against on the grounds of protected characteristics.

12.3. All bullying incidents are recorded on Class Charts

12.4. All incidents relating to racist, homophobic and disablist bullying must be recorded and SLT informed.

### **13.Mobile devices**

13.1. The academy permits the use of mobiles phones only in the circumstances described below. Mobile devices include mobile phones, smart watches or other similar technology including headphones etc.

- ❖ use their mobile phone as part of a structured lesson/activity when they have been given express permission to do so by the teacher. Teachers will make it explicitly clear when phones may be used in this way and how they should be used.
- ❖ photograph their own work, or that of other pupils or of the class teacher in lessons, providing they have permission from the teacher and the consent of other pupil(s) when applicable.

#### **Pupils are not permitted to:**

- ❖ listen to any personal mobile devices in lessons, unless given permission by the teacher because it is specific to their learning (e.g. in Music or Dance).
- ❖ have headphones visible in use or in any lessons, unless given permission by the teacher.
- ❖ use mobile devices in movement breaks between lessons, or when allowed out of class for any reason.
- ❖ take mobile devices into examinations, including internal examinations or controlled assessments.
- ❖ attempt to use their mobile phone to make contact with other pupils or parents/carers during academy hours. If pupils need to contact parents or carer in the case of an emergency, they must ask permission from the member of staff they are with or request permission at Main Reception.
- ❖ have their phone 'on' during lesson time. Phones should be switched off, not on silent, in bags and not visible during lessons. A phone that rings/vibrates will be confiscated. (See it? Hear it? Take it!)
- ❖ film/photograph/record anyone without permission from a member of staff
- ❖ bring in charging devices or connect mobile devices to other academy equipment, including the computer network, unless permission from the ICT Technician has been given and devices have been PAT tested.

13.2. If a pupil breaches any of these rules, it will be considered a **C2 Significant Issue**. The device/headphones will be confiscated by the member of staff and passed to the Pastoral Team for secure storage. This will also be recorded as a negative event ('mobile device') on Class Charts. The pupil will usually be able to collect the confiscated device at the end of the day.

13.3. Failure to hand the complete device over to a member of staff when requested or persistent mobile phone misuse will be considered a **C3 Serious Issue**. The mobile phone will be confiscated and returned to the parent/carers on collection from the academy.



13.4. Searching mobile phones. If a member of staff has any suspicion that a device has unsuitable material stored on it, the pupil will be required to hand over the device to a member of staff and parents/carers will be asked to collect it from a member of the Leadership Team. In circumstances where there is a suspicion that the material on the device may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation and will be recoverable by parents/carers from the police.

13.5. If parents/carers need to contact children urgently, they should phone the Main Reception and a message will be relayed promptly. This eliminates the likelihood of phones disturbing curriculum time.

13.6. If a pupil is reportedly unwell and needs to contact their parents/carers they must report to Main Reception to see a first aider. The first aider will assess whether or not to contact a parent/carers requesting that they be picked up.

13.7. **Responsibility for mobile devices:** Fakenham Academy accepts no responsibility whatsoever for theft, loss, damage or health effects, potential or actual, relating to mobile devices. It is the responsibility of parents/carers and pupils to ensure mobile devices are properly insured and used as per the manufacturer's instructions.

## **14. On call procedure**

**Step 4 reached/ serious incident occurs- teacher requires ON CALL**



**The referring teacher will send an email to ON CALL EMAIL.**



**SLT or Inclusion Team who will attend and follow ON CALL checklist procedure.**



**The referring teacher to record behaviour incident on Class Charts**



**If the incident is serious enough to result in a period in the Reflection Room or external exclusion, the SLT and Inclusion Team will complete the correct forms and consult the Headteacher.**

## **15. Behaviour outside of academy**

16.1. Pupils who breach the academy's Behaviour Policy whilst on academy business such as visits and journeys, sports fixtures or a work-experience placement, on the way to and from the academy and outside academy bringing the academy into disrepute will be dealt with in the same manner as if the



incident had taken place at the academy. If the behaviour breach took place on a trip or visit, the academy may decide to ban the pupil from attending future trips or visits: [The power to discipline beyond the academy](#)

16.2. For acts of aggression or which threaten the health and safety of others, including malicious online activity, the academy reserves the right to involve the police. Equally, if the academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied.

### **16. Malicious accusations against staff**

The academy recognises that there may be occasions when a pupil needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the academy will consider this **C4 Very Serious Incident** and give due regard to the most appropriate disciplinary sanction, which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The academy will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.



## 17. Appendix 1

### Classroom management

This chart outlines the Academy's behaviour management system. It shows the steps that will be followed when pupils do not meet the Academy's behavioural or working expectations.

There are 4 consequences (C) as an outcome of pupils not meeting our expectations

# If you are not meeting expectations in lessons...



## Whole class reminder

*your teacher will remind everyone of the expectations.*

## C1 – Warning

*of low level disruption. A reminder of expectations will be given to you.*

## C2 – Detention

*Continue **not to make** appropriate choices.  
Teacher will record this on Class Charts.*

**C2-Next day 20 min  
lunchtime detention  
C3- Next day 35min  
lunchtime detention**

## C3 – Removal from class.

*You have not responded to previous warnings in this class.  
You will be sent out to Buddy Class.*

## C4- You have failed your Buddy Class.

*On Call will remove student either walk/talk to deescalate or  
remove to Student Services area to speak to their Student Support  
Leader.*

**Two C4 removals in a  
day will result in a  
period of time in the  
Reflection room**

**For dangerous behaviour, physical or verbal aggression, sexual harassment, extremely offensive behaviour or deliberate damage to school property: Straight to C4 (Reflection or Fix term exclusion will be Headteacher's decision)**



## 18. Appendix 2

### Classroom expectations

We have these expectations to make the Academy a safe place to be and a great place to learn. Pupils are reminded of these expectations at the start of each academic year.

**Strive**



- Success:** Stay on task in lessons 100% of the time
- Togetherness:** Be on time a 100% of the time
- Respect:** Listen when others are speaking
- Independence:** Have the basic equipment with you for all your lessons
- Versatility:** Use the correct presentation and learning skills for each subject
- Effort:** Ensure homework is handed in on time and to a good standard a 100% of the time

## Power of 3





## 19. Appendix 3

### Fakenham Academy: Behaviour Graduated Approach

STAGE	WHAT'S HAPPENING WITH PUPIL	WHO	Steps	Suggested strategies
<b>FAKENHAM PUPIL</b>	<ul style="list-style-type: none"> <li>Working hard</li> <li>Good standard of work (for ability)</li> <li>Kind and considerate</li> <li>Academy Values</li> </ul>	<p>ALL STAFF</p> <p>TUTOR should monitor and ensure this is communicated home</p>	<ul style="list-style-type: none"> <li>Praise verbally</li> <li>Reward through class chart</li> <li>Call home</li> <li>Email home</li> <li>Reward assemblies</li> </ul>	<b>Celebrate and reward</b>
<b>Initial Concern</b>	<ul style="list-style-type: none"> <li>→ Late marks</li> <li>→ Attendance decreasing</li> <li>→ Accumulation on class charts</li> <li>→ ATL scores low</li> <li>→ Behaviour change out of character</li> <li>→ Achievement has dropped or plateaued</li> <li>→ Learning barrier concern</li> </ul>	<p>Tutor if over several subject areas</p> <p>Class teacher if in single subject area</p> <p>Safeguarding team if safeguarding concern</p> <p>Referral made to SEN if learning barrier concern.</p>	<ol style="list-style-type: none"> <li>Discuss with the pupil to establish a narrative.</li> <li>Qualify narrative with other staff, parents if needed. Use professional judgement.</li> <li>Agree measurable target to gain improvement and the actions required to meet target.</li> <li>Communicate actions and plan to relevant people.</li> <li>Send email using templates</li> <li>Record brief summary on class charts notes.</li> <li>Keep documentation in pupil digital file if applicable.</li> </ol>	<p><b>Data provided by TCO</b></p> <p><b>Tutor meetings led by PL's.</b></p> <p><b>Tutor 1:1 meet guides</b></p> <p><b>EC programme</b></p>
<b>Raised Concern</b>	As above but no improvement or worsening after two weeks.	<p>Progress Leader or Pupil Support Leader</p> <p>HOD if single subject</p> <p>Attendance Officer</p>	<ol style="list-style-type: none"> <li>Qualify and establish narrative.</li> <li>Assign key staff.</li> <li>Create a support plan agreed with Team Around Child (TAC)</li> <li>Diary review date with TAC.</li> <li>Communicate actions to relevant staff e.g. class teachers, support staff, admin staff if appropriate.</li> <li>Add documents to pupil file.</li> <li>Add brief summary to class charts notes.</li> <li>Review</li> </ol>	<p><b>Career appointment</b></p> <p><b>Report Card</b></p> <p><b>Attendance Card</b></p> <p><b>Uniform Card</b></p>
<b>Serious Concern</b>	Not seeing a meaningful improvement.	SLT	<ol style="list-style-type: none"> <li>Meet with parents and pupil.</li> <li>Outline positive and worries from both sides.</li> <li>Explore any further support that isn't in place.</li> <li>Agree suitable time period to gain an improvement.</li> </ol>	<p><b>SEN referral</b></p> <p><b>RAG RATED Timetable</b></p>



## 20. Appendix 4

# Inclusion Team Support

