



## FORTIS ACADEMY BEHAVIOUR POLICY

Applies to:	Fortis Academy
Staff member responsible	Assistant Headteacher Behaviour
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## 1. Vision and Aims

Fortis Academy aims to give every member of the school community the best and most appropriate opportunities to learn and develop. We recognise, however, that education is a collaborative and co-operative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the academy and within an atmosphere that is positive, supportive and conducive to learning.

The maintenance of a purposeful, positive learning environment is the most essential factor in the achievement of successful learning and teaching and is fundamental to our policy on discipline and behaviour. Any action, event or pattern of events which undermines the good order of the academy community, also undermines the learning process and comes, therefore, within the scope of this policy. This includes not only events which occur in the academy but also those events which occur outside the academy or on the way to and from the academy, but whose origins and effects are felt within the school community.

This policy is designed to sustain a community in which all share a sense of affiliation and responsibility. Our purpose is to provide guidelines for the behaviour we wish to see from our school community. We seek to enable young people to thrive in a stimulating, well ordered and caring environment in which they can develop into well-adjusted young adults who are able to succeed in an internationally changing world. We recognise that this is achieved when relationships between students and staff and between peers are built on trust and respect. To this end, Fortis Academy is an advocate of Restorative Practice which aims to build healthy communities, improve communication and increase social capital. This policy document provides a framework for determining the appropriate response to incidents of unacceptable behaviour.

One of the most important influences on students' values, attitudes and standards are those of family and home. We aim, therefore, to work in close partnership with parents / carers to encourage all students to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment. These shared values should underpin all relationships between members of the school, both in and out of the classroom.

Whilst our aim is to encourage the development and exercise of self-discipline, we recognise that this can only be effectively achieved within a clear framework in which the boundaries of acceptable behaviour are both stated and understood; and in which staff respond promptly and appropriately to individuals who go beyond these boundaries. It is important, therefore, that our expectations of appropriate behaviour are widely shared and stressed, so that all individuals know what is expected of them and what behaviour is and is not acceptable.

We recognise that for a variety of reasons adolescents will, at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved. Wherever possible we will work in partnership with parents / carers and keep them informed. We will then react with the appropriate support, or sanction, or both, to meet the incident and the needs of the individuals involved. Strategies for support and sanctions are varied and well known across the academy community to ensure that students do realise that each action, whether positive or negative, is attached to a consequence. Students are expected to adhere to the same rules set out in this policy when on academy trips and offsite events.

The vast majority of our students behave well, enjoy school life and interact appropriately with others. It is fundamental to our approach to discipline to stress this positive behaviour and to encourage it by an appropriate and all-permeating reward system. This approach creates a positive and supportive ethos with an emphasis on success and achievement.

We take a positive, fair and consistent approach to discipline. The Home School Agreement is an essential part of this and is agreed on entry to the Academy. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims:

- To promote positive achievement and behaviour in all aspects of learning.
- To behave in a caring and supportive way to others and make a positive contribution to the local and wider community.
- To grow into happy, healthy, confident young people developing the skills for adulthood.
- To become active lifelong learners.
- To promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- To promote restorative approaches.

To help us achieve this vision, we will:

- Provide relevant personalised learning programmes.
- Focus relentlessly on high educational standards.
- Listen and respond to student and parent views and comments.
- Ensure a consistent use of a full repertoire of rewards and sanctions.
- Use developing technology to improve communications between staff and with students and parents.
- Provide staff with quality resources and workspaces.
- Collaborate with other services, businesses and education providers in the community.

The Academy Council, in adhering to its duty under Section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of students, has approved this policy which is reviewed at least bi-annually

## **2. Legislation, Statutory Requirements and Statutory Guidance**

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

- [Behaviour in schools: advice for headteachers and school staff , February 2024](#)
- [Searching, screening and confiscation: advice for schools July 2022](#)
- [Mental Health and Behaviour in Schools November 2018](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024](#)
- [Use of reasonable force and other restrictive interventions guidance April 2026](#)
- [Supporting pupils at school with medical conditions December 2015](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice January 2015](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); outlines a school's duty to safeguard and promote the welfare of children, and the requirement for the school to have a written behaviour policy and an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

### 3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Academy will not tolerate bullying of any description. All members of the academy, teaching and support staff, will never accept or ignore any form of bullying and will always see that appropriate action is taken against the perpetrator/s. Staff will listen and act whenever an alleged case of bullying is brought to their notice and record incidents appropriately using the academy systems.

Our aim is to prevent bullying through promoting a caring atmosphere across the academy. Where bullying occurs, our aims are:

- to support the victim, and to restore his or her self-esteem and confidence;
- to deal with the perpetrator(s) in a non-bullying way, unravelling the issue so that he or she is less likely to bully again;

In reported cases, an appropriate member of Pastoral staff will be involved from the beginning of the process, and parents/carers will be involved too. The Senior Leadership Team may also be involved in more serious incidents.

Strategies we will employ to lessen the likelihood of bullying include:

- Raise awareness of bullying through the curriculum, Edge Time and assemblies;
- Regularly encourage the idea that the right thing to do is to tell – that this is not “grassing” or “snitching” – to ignore is to condone;
- Patrol key areas of the grounds and buildings through the duty system;
- Monitoring of our CCTV system.
- Promote student self-esteem;
- Ensuring staff are role models of caring behaviour.

For detailed guidance please see the Academy’s Anti-Bullying Policy

#### **4. Student and Staff Rights**

The rights of all individuals will be understood and safeguarded. These are:

1. Every student has the right to learn at his or her optimum rate, without being hindered by others.
2. Every student has the right to live each day in the academy without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property, and any other action designed to frighten, humiliate or embarrass are all unacceptable.
3. All staff - teachers and support staff - have the right to go about their work and use their abilities for the benefit of students without unhelpful interference.

The secondary school years are years of profound change for young people; our success is judged by how we deal with issues related to that change. Our chances of success are best served by:

- a) Students knowing how they are expected to behave and knowing the consequences of misbehaviour.
- b) Staff presenting good models of behaviour themselves and dealing fairly and consistently with any misbehaviour on the part of students.

#### **5. Roles and Responsibilities**

##### **5.1 The Academy Council**

The Academy Council is responsible for monitoring this behaviour policy’s effectiveness and holding the Headteacher to account for its implementation.

##### **5.2 The Senior Leadership Team will:**

- Promote a culture of achievement across the whole academy.
- Monitor the work of all staff and students, reinforcing expectations at all times.
- Follow up on cases of poor behaviour or poor achievement alongside the year group team, where pastoral intervention strategies have been exhausted.
- Deal with extreme cases and liaise with parents, as appropriate.

- Support all staff in dealing with poor behaviour.
- Act as the lead for all staff in the expectation of good behaviour

### 5.3 Faculty Associate Assistant Headteachers, Faculty TLR Holders

Working together, post holders within departments will monitor student behaviour on a consistent basis, looking for patterns in behaviour and seeking solutions, using information from Arbor, Subject Teachers and Support Staff.

These staff members will always attempt:

- To support their subject teachers and support staff by helping to address behavioural issues.
- To keep students informed about their concerns and further investigate causes of poor behaviour across their department.
- To consult with and feed back to subject staff and support staff.
- To monitor the behaviour of students (positive and negative) within their department.
- To liaise with outside agencies and parents.

### 5.4 Pastoral Associate Assistant Headteachers and Pupil Progress Leads

Working together, year group staff members will monitor student behaviour on a consistent basis, looking for patterns in behaviour and seeking solutions, using information from Edge Tutors, Subject Teachers and Faculty Associate Assistant Headteachers:

These staff members will always attempt:

- To support staff across the Academy in addressing behavioural issues within their year group.
- To keep students informed about their concerns and further investigate causes of poor behaviour across their year group.
- To consult with and feed back to Edge Tutors/subject staff.
- To monitor the behaviour of students (positive and negative) across their year group.
- To liaise with outside agencies and parents.

### 5.5 Staff

All adults working in this academy are responsible for promoting high standards of behaviour. This should be achieved by:

- The expectation that every teacher will provide well-planned, well-resourced lessons that are accessible to all students, therefore making a considerable contribution to positive behaviour in the classroom.
- Providing a clear, positive example to others of how to behave in any given situation, taking the lead in creating an atmosphere of respect and care in our community.
- Praising good behaviour.
- Correcting poor behaviour consistently and fairly including use of correct language and wearing of appropriate dress.
- Working hard to establish and maintain mutually respectful relationships with students.
- Maintaining the standards outlined in the academy's 'Minimum Standards' document.
- Every member of staff using the agreed system of rewards and sanctions and this will be recorded on Arbor.
- Keeping accurate records on of behavioural issues, contact with parents/guardians and actions taken, in their lessons/curriculum areas.
- Enabling students to see that they can make amends for their behaviour and learn from their mistakes.

- Applying sanctions to individuals and rarely whole groups. The system of sanctions should be applied fairly, firmly and consistently.
- Students should be encouraged to take responsibility for their own actions and their own learning, including apologising, where appropriate.
- Restorative conversations employed seek to achieve agreement and reparation through dialogue between those involved in an incident where harm has occurred.
- When dealing with instances of poor behaviour, the ultimate aim should be to de-escalate the situation. Staff should endeavour to use all the behaviour management techniques at their disposal.

The academy recognises its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEND).

## 5.6 Parents and Carers

We expect parents to:

- Support all the policies and strategies that the academy uses to keep a positive working atmosphere.
- Ensure that their child(ren) attend the academy daily, on time, providing the academy with a note to cover any absence.
- Not book holidays during term time; recognising the incurrence of a fine for term time holidays.
- Ensure that full academy uniform is worn and that the correct equipment including their Ready to Learn pack and iPad are brought in daily.
- Accept that if a mobile device is found to be in use in the academy buildings it will be confiscated and retained. This also applies for inappropriate clothing and jewellery. These items will be placed in a safe area and families will need to contact school or collect the items.
- Inform the academy of any issues, including medical needs or allergies that might affect the wellbeing, work, achievement, behaviour or attendance of their child(ren).
- Treat staff and students with courtesy and respect at all times.
- Support the academy by monitoring their child's use and access to social networking sites.
- Our contact with parents/carers should be frequent, supportive and helpful. Individual instances of misbehaviour need on occasions to be relayed to parents/carers, but so must be the more frequent instances of good behaviour. This helps to foster a positive relationship with parents and carers.
- Every encouragement is given to parents to attend the regular parents' consultation evenings, but they should also be encouraged to contact the academy whenever necessary. A relevant member of staff will make themselves available. A professional and welcoming approach is vital if the partnership is to flourish.
- Whenever contact is made relevant, accurate and detailed information on the individual concerned will be used to arrive at the best solution for all concerned. It is important that parents ensure the academy has the most up to date contact details for their child.

## 5.7 Students

We expect students to:

- Arrive to the academy every day and be punctual for the start of the day/lessons.
- Bring their ready to learn pack containing the correct equipment (writing pen, green pen, pencil, rubber, ruler and sharpener) and place this on their desk each lesson. Also, to bring a reading book, ipad and ipad charging cable, PE Kit and any books/additional equipment for specialist subjects as per the student blueprint.
- Work to the best of their ability.
- Wear full academy uniform and take pride in their appearance.
- Tell the truth about any incident and be helpful when teachers ask for support.
- Show consideration for all members of the academy community and respect for their property, including litter.

- Not to use any mobile devices or device which can access the internet once on the academy site (excluding an iPad within lessons).  
Not to use any form of social networking to abuse or cause distress to others within the academy or community.
- Refrain at all times from bringing the academy into disrepute.

## 6. Behaviour Curriculum

Our restorative approach with students is underpinned through our core values of Ready, Respectful and Safe and our pivotal model of practice. The pivotal approach provides a solid ethos around behaviour and relationships through five pillars of practice (Calm, consistent adult behaviour, First attention for best conduct, Relentless routines, Scripted difficult interventions and Restorative Follow up). Students will be educated about our core values through our Edge and Enrichment curriculum. This includes weekly year group assemblies, daily Edge time and a weekly Edge and Enrichment lesson. Support is also offered to students using the ‘Thrive approach’. Thrive is an established approach supported through neuroscience, attachment theory and child development. The Thrive Approach has been developed over the past 25 years and draws on a wealth of experience in social work, psychotherapy and education. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning and with life. We also offer a variety of interventions to support students to reach the required expectations.

### 6.1 Expectations of Students

The context of expected behaviour is based around all students being Ready – Respectful – Safe and all students must be made aware of what is expected of them in the academy (see appendix 1 for student blueprint).

At all times and in all places during the academy day students should:

- Be polite and show care and consideration for others.
- Listen and respond positively to directions or requests made by teaching and support staff.
- Not interfere with a teacher’s ability to do their job, e.g. laughing or getting involved when a peer is sanctioned
- Respect and care for the physical environment, including the academy building, its equipment and resources, and the property of other individuals.
- Demonstrate self-control and self-discipline.
- Not bring onto school site products including energy drinks, sugary drinks, fizzy drinks or sweets. Bringing items onto the Academy site may result in confiscation.

Before the Academy Day students should make sure that they bring to the academy everything that will be needed for the day - the correct books, Ready to Learn pack, iPad, P.E. kit etc. A full list is available on the school website.

In lessons, students should follow the procedures set out below.

At the start of lessons Students should:

- Arrive on time – apologise if late, providing a reason/and or note.
- Enter the room sensibly and go straight to workplace.
- Remove and put away any outdoor wear.
- Get out all necessary equipment ready for work, including their ready to learn pack and iPad placing this on their desk.
- Remain quiet while the teacher takes the register, which is a legal requirement.
- Remain focussed on the engage starter activity.

During lessons Students must:

- a) Be silent when the teacher requests silence.
- b) Never annoy or distract classmates.
- c) Not shout out answers to teacher questions in line with the academy's No Hands Up policy.
- d) Only raise a hand to attract the teachers' attention, when questions or problems arise, and not call out
- e) Remember that eating, chewing or drinking anything but water are not allowed.
- f) Electronic devices, mobile phones or any sort of games must be turned off and put away (Confiscation is appropriate if this rule is broken).
- g) Remain seated according to the seating plan unless required to move by the teacher.
- h) Leave the class only when given permission.
- i) To regularly check Showbie to look at home learning assignments and submit their work on time.

At the close of lessons Students should:

- a) Pack away only when the teacher says so.
- b) Tidy the work area to ensure it is clean and tidy for the next lesson/class.
- c) Stand behind the chair until dismissed by a member of staff.
- d) Leave the room in an orderly fashion when given permission by the teacher, after all chairs or stools have been put away tidily, so that the room is in good order for the next class.

After the Academy Day:

Students should take home all that will be necessary for completing home-learning. Although not in the direct care of the academy, students are reminded through their EDGE time, Edge and Enrichment lessons and assemblies about their role in the wider community outside of the academy hours.

Around the Academy:

Students must keep to the following rules which constantly reinforce Ready, Respectful, Safe:

- a) When moving about the academy walk sensibly and quietly on the left– avoid causing congestion – never run or shout.
- b) Always do as instructed by teaching or support staff.
- c) Only play safe games at break and lunch-time, and never hurt, threaten or embarrass others – treat people with respect.
- d) Put litter in a bin.
- e) Smoking and vaping on school premises is strictly forbidden.
- f) Do not leave the academy at break or lunch
- g) Wear the correct academy uniform (to, from and within the academy) with a bag large enough to carry books and equipment.
- h) Do not consume/bring to the academy any sweets or energy drinks.

## Behaviour off site:

When students are not on the premises and not under the lawful control or charge of a member of the academy staff, for instance when clearing students from the site at the end of the day, the staff retain the authority to impose sanctions, as stated in the Education and Inspections Act 2006. Section 89(5) of the Education and Inspections Act 2006 is relevant.

Furthermore, the academy will make staff, students and parents aware of the fact that the law empowers Headteachers, to such extent as is reasonable, to impose sanctions for the poor behaviour of students when they are off the school site (which is particularly pertinent to cyberbullying).

The behaviour of students outside the physical site can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the Behaviour Policy.

## 6.2 Uniform and Equipment

- When students arrive to school their uniform will be checked by a member of staff on the red line. If they have incorrect uniform they go to the uniform room. In the uniform room they will be issued uniform to borrow for the school day. They will exchange a personal item for this item of uniform and will exchange the items at the end of the school day.
- If a student arrives to Edge wearing incorrect uniform the Edge Tutor will have a conversation with the student and make a relevant input on Arbor/Team SOS.
- Ongoing issues around incorrect uniform will be monitored by the Edge Tutor and Year Group Team and if necessary contact home will be made to discuss ongoing issues.
- Coats, jackets and hats must be plain with no excessive logos / branding and hats/hoods are not allowed to be worn inside the academy buildings.
- Hoodies, caps and balaclavas are not allowed on the academy site and these items will be confiscated by staff and taken to the relevant year group office. Parents will be contacted and a time to collect the item will be arranged.
- Students are allowed to wear one watch, one ring per hand, one stud earring in each ear and one stud nose piercing. Subtle make up and natural nail varnish is allowed. Coloured nail varnish and false nails are not allowed and students who breach these rules will be passed on to the relevant Year Group Team.
- Skirts – Should be of an appropriate design and length, below the knee.
- Hair – Natural hair colours only, no fashion colours allowed.
- Students need to bring their Ready to Learn pack and iPad with them each day. If they lose an item from this pack then it must be replaced.
- Edge Tutors will carry out regular equipment checks and will flag any concerns to the Year Group Team via Arbor.

## 6.3 Mobile Phones/electronic devices

- Mobile phones / electronic devices (excluding school iPad) must be switched off and put away before entering the school premises. The phone / electronic device must be safely stored and not seen out for the duration of the school day.
- If a student is found with their mobile phone out of their bag/pocket it will be confiscated and handed in to the admin team for safe storage. A text message will then be sent to parents/guardians to inform them of the confiscation.
- The expectation is that parent/guardian contacts school or comes to collect the confiscated item.
- The message ‘see it, hear it, lose it’ will be displayed around the academy and students will be reminded of this in assemblies, edge time and lesson time.

- If a student refuses to follow the instructions/rules with regards to mobile phones then the member of staff should enter a pastoral referral on Arbor.
- Speakers/headphones are included within all of the above guidance.
- The academy accepts no responsibility for the loss or damage to confiscated items.

#### 6.4 Punctuality to the Academy

There is an expectation that students will arrive on time for school each day. The Academy day starts at 8.45am for all students.

- If a student arrives late to Edge then the Edge Tutor will record the number of minutes late on the register.
- The gates along the main student entrance will be closed at 9.00am and any student arriving after this time will need to sign in via the main school reception.
- Any student that is late to school will receive a same day break time detention.
- Families will be notified by email if a child has a restorative conversation or a detention. This information, along with more detailed information about behaviour, attendance and progress, is also available to families through Arbor.
- Year Team staff will oversee all data with regards to punctuality to the Academy and will be responsible for liaising with appropriate staff in terms of any intervention or support needed.
- If punctuality to the Academy becomes a persistent concern the Year Team staff may put in place a number of interventions (parental contact or meeting, report, daily student contact, lesson drop-ins).
- If these interventions do not help to see an improvement in punctuality to the Academy, sanctions such as Internal Suspension Room or Suspensions from the academy may be used (see appendix 2 for escalation procedures).
- The attendance team will also oversee 'lateness after registration has closed' marks and persistent lateness will be closely monitored via the FAST TRACK to attendance process (please see the Attendance Policy for more detail).

#### 6.5 Punctuality to lessons

Students are expected to arrive to lessons on time and apologise to the member of staff, providing an explanation for their lateness. It is also an expectation that students move about the Academy sensibly, quietly on the left hand side, avoiding causing congestion, never running or shouting to ensure they arrive to their lessons on time.

- If a student arrives to a lesson late without a valid reason or note from another member of staff, their teacher will input the number of minutes late onto the register.
- The Edge tutor will check punctuality to lessons data during Edge sessions.
- The Edge Tutor may place the student on an Edge Tutor Punctuality report and may also contact home.
- If punctuality to lessons does not improve whilst on Edge Tutor Punctuality Report Year team staff will become involved and may put in place a number of interventions (parental contact or meeting, Pastoral Associate Assistant Headteacher report, daily student contact, lesson drop-ins).
- If these interventions do not help to see an improvement in punctuality to lesson, sanctions such as the internal suspension room or suspensions from the Academy may be used. (see appendix 4).
- Year teams and Senior Leadership will conduct random punctuality sweeps. If a student is late to lesson during these sweeps they will be issued a same day 45 minute detention after school.

#### 7. Failure to Meet Expectations

Most students behave well most of the time, but they must be aware that if they do misbehave, it will not be ignored. Staff will always take appropriate action. This action will vary according to the seriousness of the misbehaviour (see appendix 4 for behaviour tariffs).

All misbehaviours are assigned to a certain amount of negative behaviour points and specific behaviour events are linked to specific sanctions. For example a C3 event results in a same day 25 minute restorative meeting after school and the following events lead to a same day 45 minute detention after school; C4, Hands Off, Watch Your Words, Gross Disobedience, gross disobedience – blazer, failure to attend lunch detention for lateness and being late during the punctuality sweep.

## 8. Responding to behaviour

### 8.1 Staff Responses to Misbehaviour within the classroom

Students can expect the following types of response from staff for misbehaviour within the classroom. For minor, day to-day misbehaviour, a student may be:

- a) Warned verbally.
- b) Given a consequence (C1 and C2) (see table below)
- c) Moved to another seat.
- d) Given an alternative task.
- e) Detained during a break time/lunch time/end of the day.
- f) Phone call home/contact home/parental meeting

For something more serious, or if misbehaviour continues, he or she may be:

- Required to attend a same day 25 minute restorative meeting after school (C3 = -3 behaviour points).
- May be removed to a good neighbour (C4 = -6 behaviour points and a 45 minute same day detention) (See table below)
- Put on report by the Head of Faculty
- Removed to another group for a period of time.
- Be referred to a senior member of staff.

C1	Verbal Warning
C2	Second Verbal Warning
C3	25 Minute same day Restorative Justice Meeting with the member of staff who recorded the C3 event. Student stays in the class at this stage.
C4	Student removed to a good neighbour (within the faculty) and a 45 minute same day detention *

\*On call can be used at this point to move the student to a good neighbour and if the student fails to go to the good neighbour then further sanctions, such as the Internal Suspension Room may be used.

Please note: Staff reserve the right to escalate through stages for very serious incidents.

If negative behaviour still continues students may be involved in one of or a number of the following interventions:

- a) Put on report, with parents' involvement by the Year Group Team.
- b) Become the subject of a detailed subject-by-subject enquiry held by the Year Group Team.
- c) Attend a meeting in the academy between Year Group Staff and the students' parents.
- d) Attend a meeting in the academy between a Senior Member of Staff and the students' parents.
- e) Attend a meeting in the academy between Academy Council and the students' parents.

f) Referred to another professional or external agency (e.g. an educational psychologist or a mentor) to try to discover the cause of the problem, with an outcome deemed appropriate for that child.

## 8.2 Subject staff responses to repeated poor behaviour in lessons

• Student reports-Where there is repeated poor behaviour and low-level disruption, the subject teacher should place the student on a subject teacher report

1. The subject teacher will have a Restorative Meeting with the student about the impact of their behaviour on their and others' learning (support may be necessary from the Faculty Associate Assistant Headteacher).
2. The student and teacher will agree 3 targets for the next lesson. The report card will be completed and placed in the student's book to go on the desk in front of the student at the start of each lesson so they can be reminded of their targets.
3. The teacher will phone home and discuss the targets with parents/guardians.
4. The report will be reviewed after 6 lessons or 2 weeks (whichever is sooner) when one of the following will happen:

a The student's behaviour improves and comes off report – phone call home

b The student's behaviour shows some improvement, but need to stay on report – phone call home

c The behaviour has not improved or got worse – a referral will be made to the Faculty Associate Assistant Headteacher.

• Faculty referral may be entered onto Arbor when a member of staff has tried numerous interventions with a student (restorative meetings, contact home for example) and have seen no improvement in behaviour and therefore requires support from their Faculty Lead staff. This referral will be dealt with by the appropriate member of the Faculty and appropriate sanctions/interventions will be put in place. Staff will enter this referral on Arbor and should enter it before the end of the academy day for it to be dealt with the following day.

Where repeated poor behaviour and low-level disruption persists a Faculty Associate Assistant Headteacher should, place the student on a Faculty Associate Assistant Headteacher report.

1. Discusses targets with the student
2. Phones home explaining the situation has been escalated to them
3. The report card again stays with the student and the Faculty Associate Assistant Headteacher will review every 3 lessons
4. The report will be reviewed after 6 lessons or 2 weeks (whichever is sooner) when one of the following will happen:
  - a. The student's behaviour improves and comes off report- phone call home
  - b. The student's behaviour shows some improvement, but need to stay on report – phone call home
  - c. The student's behaviour shows no improvement – parental meeting

Where repeated or behaviour and low-level disruption persists a Faculty Associate Assistant Headteacher will refer the student to the year group team via a pastoral referral. The information regarding that student will be analysed across subjects and the Pastoral Associate Assistant Headteacher, or Pupil Progress Lead may place the student on a Year group report. This may include:

- a. A targeted Behaviour report
- b. A Punctuality report
- c. Edge Tutor Report
- d. Pupil Progress Lead Report

e. Pastoral Associate Assistant Headteacher Report

f. Senior Leadership Report

Year group reports will be monitored by year group teams and relevant intervention and sanctions will be implemented in line with the behaviour policy.

### 8.3 Staff responses to one off incidents within the classroom/around the academy/within the community

- Gross disobedience (= -6 behaviour points)-staff may enter a gross disobedience event onto Arbor for a one of incident of severe disobedience towards staff. This will result in a same day 45 minute detention.
- Gross disobedience – blazer (= -6 behaviour points) staff may enter a gross disobedience-blazer event onto Arbor if a student is seen around the academy without their blazer on or if they have a non school uniform style jumper or a jacket underneath their blazer. This will result in a same day 45 minute detention.
- Hands off (= -6 behaviour points) - to ensure the safety of all students and to respect each other's personal space, we embed a culture of 'Hands Off across the school community. Whilst on the academy premises, at an academy function, trips and visits or in uniform before and after school students must not:
  1. Touch another student in a manner judged inappropriate by staff or student
  2. Use any form of physical restraint against other students or staff
  3. Engage in inappropriate consensual behaviours.

There will be times when physical contact is necessary as part of normal school operation. These may include: First aid treatment; Sporting activities; Dance and Drama activities; Supporting SEN students.

Both Teaching and Support Staff will use the standardised language of "Hands-Off" if they see an issue/form of physical contact that goes against the Hands-Off rule that they deem inappropriate. If a student is deemed to have broken the 'Hands Off' rule then the member of staff will enter this as an event on Arbor and the students will receive a same day 45 minute detention. Year group teams will monitor and track students who are in persistent breach of the Hands-Off rule and apply appropriate sanctions such as time in the Internal Suspension room and Suspension from school (see appendix 2 for escalations).

- Watch your words (= -6 behaviour points) – to ensure the safety and welfare of all students and to show respect towards each other we observe a culture of 'Watch Your Words' across the school community. Whilst on the academy premises, at an academy function, trips and visits or in uniform before and after school, students must not:
  1. Verbally interact with another student in a manner judged inappropriate by staff or student.
  2. Use any form of verbally derogatory comments towards staff, students and members of the community.
  3. Use any form of inappropriate language towards staff, students and members of the community.

Both Teaching and Support Staff will use the standardised language of "Watch Your Words" if they see an issue/form of derogatory/inappropriate language that goes against the Watch Your Words rule that they deem inappropriate. If a student is deemed to have broken the 'Watch Your Words' rule then the member of staff will enter this as an event on Arbor and the students will receive a same day 45 minute detention. Year group teams will monitor and track students who are in persistent breach of the Watch Your Words rule and apply appropriate sanctions such as time in the Internal Suspension Room and Suspension from school (see appendix 2 for escalations).

- Pastoral Referral – (= 0 behaviour points) - may be entered onto Arbor for a one off incident of poor behaviour that is deemed more severe than a C3/C4 which occurs in lesson time, in the academy or wider community. This referral will be dealt with by the Year Group Team (who will assign it to the appropriate misbehaviour on Arbor)

and appropriate sanctions/interventions will be put in place. Staff will enter this referral on Arbor and should enter it before the end of the academy day for it to be dealt with the following day by the Year Group Team.

- Deliberate Failure to attend Lesson – (= -5 behaviour points) - may be entered onto Arbor when a student is known to be truanting a lesson. When entering this referral staff will tag the Year Group Team who will then speak to the student and complete any further investigation needed before deciding on an appropriate sanction.

#### 8.4. Offsite Direction, Alternative Provision and Managed Moves

When misbehaviour is persistent we aim to support students through our in school interventions, such as support through Thrive or intervention with our Making a Difference Team mentors . When a student is failing to respond to these interventions in a positive way we look to support their education via the use of a time limited offsite direction placement. This placement can be at another mainstream school or an alternative provision. Offsite direction placements at other mainstream schools will be conducted through the North Birmingham Sharing Panel. The duration of the offsite direction will depend on what best supports the student's needs and potential improvement in behaviour.

A Managed Move is used to initiate a process which leads to the transfer of a student from our school to another school permanently. Managed moves will only occur in the best interests of the student.

Any decisions about offsite direction placements and managed moves will be discussed with parents and students.

#### 8.5 Safeguarding

The Academy recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's services is appropriate.

Please refer to our safeguarding and child protection policy for more information [Safeguarding-Pupil-ProtectionPolicy-2025-2026.pdf \(fortisacademy.org.uk\)](https://fortisacademy.org.uk/Safeguarding-Pupil-ProtectionPolicy-2025-2026.pdf).

#### 8.6 Responding to Good Behaviour-Praise and Rewards

As we aim to promote good behaviour rather than just prevent or punish poor behaviour, extensive use will be made of praise. Students must not sense or feel that we are only 'catching' them when they are misbehaving. We have whole academy strategies for ensuring that good behaviour and achievement is promoted. This is through year group assemblies, the Meet and Greet policy, a rolling programme of classroom observations, learning walks and drop-ins by Senior Leaders and Middle Managers. Routine good behaviour should not be taken for granted, but regularly recognised and commended.

For example individuals and groups should be praised for:

- Good work.
- Considerate or thoughtful behaviour.
- Good effort.
- A positive approach to their learning
- Overcoming difficulties.
- Showing resilience.
- Being determined to succeed.
- Having excellent attendance/improving attendance.
- Going above and beyond – attending lunch time and extra-curricular clubs.

Recognition by staff within lessons takes place in several forms, including:

- Name on the recognition board.
- Post-It note on the desk.
- Star Contribution award.
- Praise postcard home.
- Phone call/text message home.
- Verbal praise and written comments in exercise books.
- Work being displayed.

In addition to these rewards within lessons the Academy also implements some additional strategies to recognise student achievement (see appendix 1 for student blueprint):

### Positive Points

The main rewards system that runs across the academy is our positive points system.

- Students will be issued positive points in lessons and around school for displaying a variety of positive behaviours, for example a subject point is awarded in every lesson to those students who show good behaviour, punctuality, effort and make the required progress within lesson. Subject points are logged on Arbor via the class register.
- Students' points will be totalled up throughout the year.
- Parents/guardians can check their child's points on Arbor and a weekly email will be sent to them which will highlight their behaviour points (positive and negative) for that week.
- Positive points will lead to recognition in terms of 4 badges that can be gained within each year group: Bronze = 300 points, Silver = 600 points, Gold = 900 points, Platinum = 1200 points
- In addition to this those students with the highest amount of positive points within their year group will be rewarded at the end of each term. This may be in the form of a year group disco, a pizza and DVD night or a trip outside of the academy to a Theme Park such as Alton Towers.

### Very Important Pupil Award (VIPA)

Every member of staff is expected to award a VIPA award to students who go above and beyond within lessons including effort, behaviour and engagement. Students collect their VIPAs and post them in year boxes within the year team office. During a half termly rewards assembly the Director of Year will draw a VIPA ticket with the winner receiving a voucher.

### A 'Feel Good Friday' phone call home

Staff are encouraged to make a phone call home on a Friday, or earlier if more practical, for a student that they feel deserves recognition. The recognition could be for a number of reasons, such as completing an excellent piece of home learning, attending an extra-curricular club or helping a peer. All positive phone calls home should be logged on Arbor.

### Senior Leadership Team (SLT) Star Award

Leadership Team Stars are awarded exclusively by members of the Leadership Team on random visits to the classroom. The teacher is asked to nominate a student who has demonstrated exceptional progress and effort over a sustained period of time. This student is then entered into a termly draw for a prize. The prizes may vary but may include echo dots or iPads.

In addition to these rewards, students will also be recognised and rewarded during:

- Half termly / termly assemblies for showing excellent behaviour, attendance, punctuality, effort and for being Ready, Respectful, Safe.
- Colours assemblies, for their excellent contribution / work within departments.
- There is also a whole school termly live rewards assembly, where students have the opportunity to win prizes based on their positive behaviour and attendance throughout the year.
- End of year Rewards Evening.

## Attendance Rewards

Fortis Academy actively promotes and rewards students who achieve good attendance and punctuality.

There are a variety of rewards for excellent and improved attendance.

Student's positive behaviours will be logged on Arbor and Edge Tutors can monitor and review these weekly.

## 8.7 Confiscation of inappropriate items

There are two sets of legal provisions which enable academy staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. Power to search without consent for 'prohibited items' including (but not a definitive list):
  - Knives and weapons
  - Alcohol
  - Illegal drugs and drugs paraphernalia
  - Stolen items
  - Tobacco and cigarette papers/e-cigarettes/vapes
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the academy rules which has been identified in the rules as an item which may be searched for, for example sugar based products/sweets

## 8.8 Restrictive Interventions including the use of reasonable force.

Restrictive interventions include both physical and non physical actions that can be used to restrain students in different ways. For full details refer to the Trust Restrictive Interventions policy on our academy website.

## 8.9 Online misbehaviour

Many online behaviour incidents amongst students occur outside the academy day and off the academy premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the academy culture.

The academy can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The student is identifiable as a member of the academy

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

#### 8.10 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the (headteachers/member of the senior leadership team/pastoral team) will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's services, if appropriate.

#### 8.11 Zero-tolerance approach to sexual harassment and sexual violence (child on child abuse)

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

-Manage the incident internally

-Refer to Early Help

-Refer to Children's Services

-Report to the police

Please refer to our safeguarding and child protection policy for more information [Safeguarding-Pupil-ProtectionPolicy-2025 - 2026.pdf \(fortisacademy.org.uk\)](#)

#### 8.12 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's services may be appropriate.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **9. Academy Sanctions**

### **9.1. Removal from a classroom**

Following our consequence system within lessons if a student reaches a C4 they will be removed to a 'good neighbours' classroom to continue their work for the remainder of that lesson.

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time and the student may spend time in our Internal Suspension Room.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of staff in another teaching space or by a member of our behaviour support team in the internal suspension room.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed via Arbor on the same day that their child has received a C4.

The academy will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student on Arbor.

## 9.2 Restorative Meetings and Detentions

- To deal with incidents of poor behaviour the academy uses a mixture of restorative meetings with teaching staff and detentions.
- Staff enter restorative meetings and detentions using Arbor.
- All restorative meetings and detentions take place at the end of the academy day and are same day sanctions. (please note parental consent is not required by law). *Please also note that in some instances, for example if a student receives two events in the same day that have the outcome of a detention then one of these detentions would take place on the same day and one would be on the following day.*
  - Restorative meetings occur when a student reaches a C3 within a lesson. The restorative meeting will take place after school on the same day and will last 25 minutes. (see appendix 3 for guidance on restorative practices). The teacher who issued the C3 for poor behaviour will attend this meeting.
  - Same day 45 minute after school detentions will be issued for the following behaviour events: C4, Hands Off, Watch Your Words, gross disobedience, gross disobedience – blazer, failure to attend lunchtime detention for lateness and being late during a punctuality sweep.
  - Lunch time detentions are issued for any student who has arrived late to school that day.
  - If a student misses a restorative meeting or a detention for a genuine reason then the restorative meeting or detention will be reset for the following day.
  - If a student refuses to attend a restorative meeting or a detention then a 45 minute detention will be issued for after school the following day.
  - If a student repeatedly fails to attend restorative meetings or detentions then parental contact will be made and sanctions, such as time in the Internal Suspension Room will be issued. If these sanctions do not see a change in the student's attitude towards detentions and there is further persistent failure to attend then a suspension from the Academy at the discretion of the Headteacher may be put in place. (see appendix 2 for detention/behaviour escalations).
  - Families will be notified by email if a child has a restorative meeting or a detention. This information, along with more detailed information about behaviour, attendance and progress, is also available to families through the Arbor Platform.
  - Detentions will commence at 3:10pm for all students.
  - If a student is absent on the day of their detention then it will be rearranged for the next available date.

## 9.3 Internal Suspension Room

- For a more serious incident, students will be booked in the Internal Suspension room (see appendix 4 for behaviours that may lead to time in the Internal Suspension Room). This sanction is designed to reduce the number of one day fixed term suspensions from the academy, where a student will miss a day of learning and aims to ensure that students are still completing worthwhile learning, whilst also having an opportunity to reflect on their behaviour.
- Students will initially complete a reflective piece of work before completing subject based work.

- All students will be provided with relevant work linked to the subjects they are studying. This, therefore, minimises lost work time.
- The length of time in the Internal Suspension Room will be decided by a member of the Senior Leadership Team, including Associate Assistant Headteachers or Pupil Progress Leads.
- Students are expected to attend in full uniform and properly equipped for work.
- Mobile phones must be turned off and handed in for the entire duration of the time in the Internal Suspension Room.
- It is essential that staff are aware that the Internal Suspension system follows the academy policy for external suspensions, and can only be referred through the Senior Leadership Team.

#### 9.4 Suspensions and Permanent Exclusion

When other attempts have failed, or if any incident of misbehaviour is extremely serious, the Headteachers may impose a suspension or a permanent exclusion. Any such action will be in accordance with statutory regulations and local authority guidelines, ensuring that the rights of the student concerned and his or her parents are safeguarded. (See Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, August 2024) [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

If an incident has taken place outside of the academy's jurisdiction, the Headteacher may decide that it is in the interests of the individual and the academy community for the student to be educated off site for a certain period, subject to review at regular intervals.

The following will almost always result in a permanent exclusion: drugs on site, weapons on site, assault on a member of staff.

## 10. Responding to misbehaviour from students with SEND

Adjustments can be made to routines for students with additional needs, where appropriate and reasonable to ensure all students can meet behavioural expectations. Staff will be aware of all students with additional needs and staff will follow individual student passports to ensure appropriate support is in place for all students. When a student is identified as having additional needs (SEND), a graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

### 10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Ways in which the Academy will anticipate and remove triggers of misbehaviour are as follows:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload

#### 10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the academy will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the academy to sanction the student for the behaviour.

The academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### 10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist advisory teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### 10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Birmingham's SEND local offer information can be found at: [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) provide support to families. They can be contacted by Telephone: 0121 303 5004 or by Email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

### 11. Supporting pupils following a sanction

Following a sanction, the academy will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the academy.

Sections 8.1 and 8.2 show clear interventions that are used to support students when they are persistently misbehaving in lessons, such as the use of student reports.

When students have time in our internal suspension room they will complete a reflective piece of work and will have an opportunity to discuss their views on their misbehaviour. In addition to this parents may be invited in for a meeting.

Following a suspension from school there will be a reintegration meeting with a member of the Senior Leadership Team and/or Year team staff, the student and the parent/guardian.

Additional support will come through varying channels, such as Thrive, referrals for mentoring and other external agency support. Examples of our external agency support are, The True Project, Early Help Assessments, Educational Psychologist and Alternative Provision.

There are a team of staff that will support students following a sanction and these staff include the Deputy Headteacher Behaviour and Attitudes, Assistant Headteacher Behaviour, Assistant Headteacher Character and Culture,, Pastoral Associate Assistant Headteachers and Pupil Progress Leads. Additional staff that may help provide extra support are members of the Inclusion team including the SENCO.

## **12. Pupil transition**

### **12.1 Inducting incoming pupils**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. In addition to this SEND students will be invited in for a SEND specific transition day.

### **12.2 Preparing outgoing pupils for transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **13. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The pivotal model of behaviour practice
- Restorative approaches
- Thrive approach
- The needs of the students at the school
- How SEND and mental health needs impact behaviour
- The use of Arbor to enter behaviour events

Behaviour management will also form part of continuing professional development.

## **14. Monitoring arrangements**

### **14.1 Monitoring and evaluating school behaviour.**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspensions
- Use of off-site directions placements and managed moves.
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, parents, the academy council and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed every month by the Deputy Headteacher and Assistant Headteacher Behaviour.

- The data will be analysed from a variety of perspectives including:
- At academy level
- By year group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

#### 14.2 Monitoring this policy

This policy will be continually monitored and reviewed and revised as necessary. Monitoring will be led by the Assistant Headteacher Behaviour and supported by the Associate Assistant Headteachers in the following ways:

- Assistant Headteacher Behaviour to provide the Senior Leadership Team with regular whole school behaviour data.
- The Senior Leadership Team will link with their designated Faculty Associate Assistant Headteachers to analyse the events within the faculties.
- Faculty Associate Assistant Headteachers will support their TLR holders and subject teachers where appropriate.
- Assistant Headteachers will meet with the safeguarding and inclusion team regularly to analyse and respond to data
- Assistant Headteachers will meet regularly with Year Group Teams to analyse data and ensure consistency of approach.

#### 15. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Anti-bullying policy

**Character Resilience Aspiration**



**Ready Respectful Safe**

**Uniform:**  
Students are expected to wear all school uniform and provide a note from home for any items of uniform they do not have/is not correct.

**Equipment:**  
You will need your ready to learn pack containing writing pens, a green pen, pencils, a ruler, a rubber and a sharpener. You will need your ipad and a reading book. You will also need PE kit and additional equipment for specialist subjects.

**Immediate Lesson Rewards**  
First to lesson reward  
Name on the recognition board  
Post-It note on the desk  
Star of the lesson award  
Praise postcard home  
Phone call/text message home  
Verbal praise and written comments in exercise books  
Work being displayed



**Positive Points**  
Work hard in lessons and around school to earn positive points. Collect points to earn your year group badges.

**Foundation and Senior School**

Bronze	300points
Silver	600 points
Gold	900points
Platinum	1200 points

Remember the more positive points you receive the higher the chance of gaining a trip/reward at the end of each term (School disco, it's a knockout, Alton Towers).



**Leadership Team Star**  
Be awarded a Leadership Team Star as recognition for continued hard work in a lesson and be in with the chance of winning an Echo Dot in the termly draw.

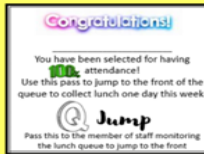
**Subject Point**  
A subject point is awarded in every lesson to those students who show good behaviour, punctuality, effort and make the required progress.

**Feel Good Friday Calls**  
Calls will be made home every Friday by members of staff to praise students for their hard work in and around the academy.

**VIPA**  
Be issued a VIPA from a teacher for great work/effort and be in with the chance of winning a £20 voucher in the half termly draw.

**Colours Awards**  
Work hard in subjects to show outstanding effort, work ethic and progress for the chance to be awarded with a colours badge.

**Attendance Rewards**  
Keep your attendance at 100% for the chance to win a queue jump voucher in the raffle every week.  
Most improved students will also be in with the chance to win a queue jump voucher every week.



**If I choose to get things wrong and my behaviour, work or effort is not good enough, what will happen.....**

**SANCTIONS**

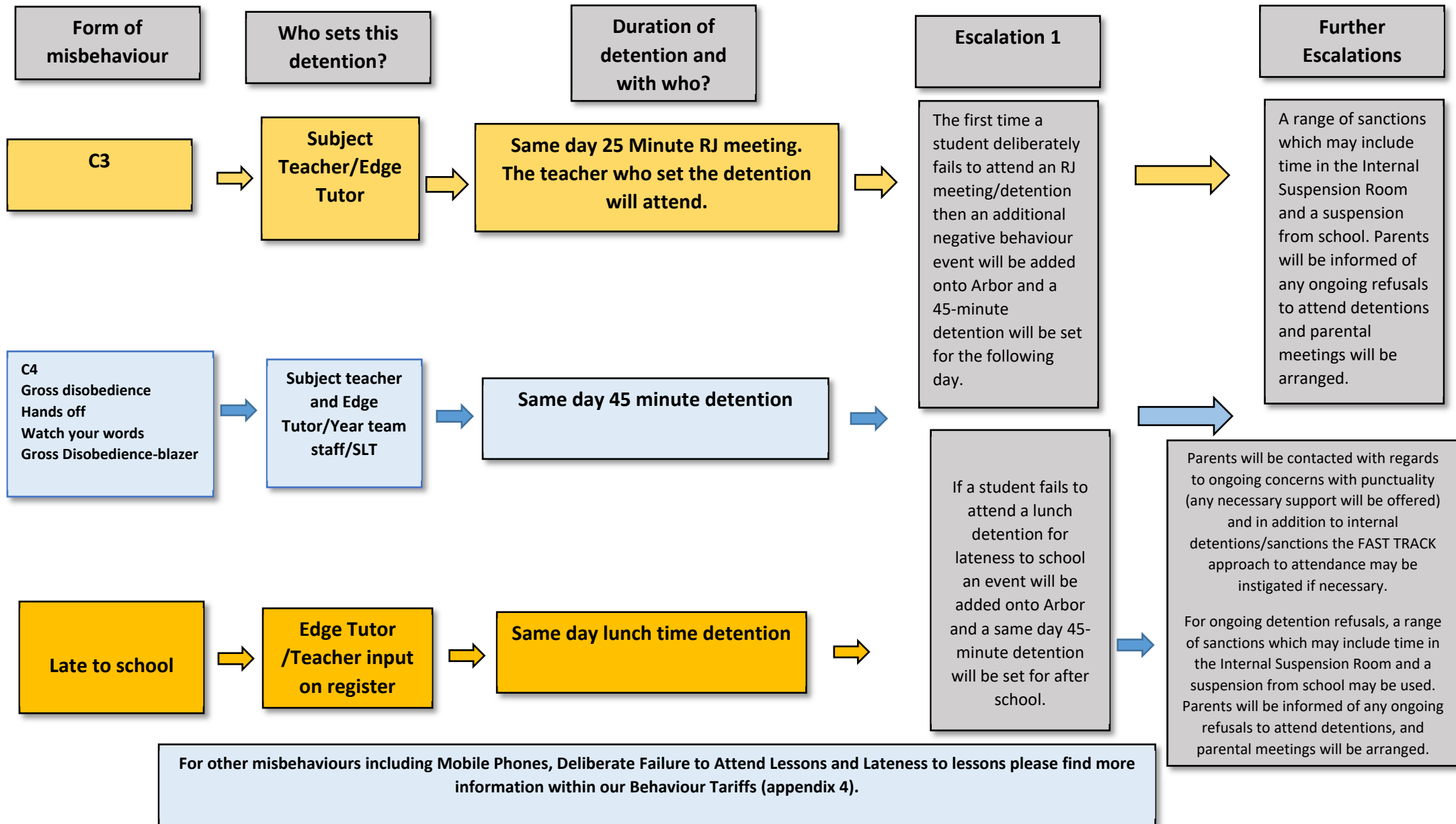
**Behaviour Consequence System within lessons**

C1	Verbal Warning
C2	Second Verbal Warning
C3	25 Minute same day Restorative Justice Meeting with the member of staff who recorded the C3 event <i>Student stays in the class at this stage.</i>
C4	Student removed to a good neighbour (within the faculty) and a 45 minute same day detention .

- Additional behaviour strategies:**
- Moved to another seat.
  - Given an alternative task.
  - Detained during a break time/lunch time/end of the day.
  - Phone call home/contact home/parental meeting
  - Put on Faculty or Year Group Report
  - Further support, interventions or sanctions may be put in place for repeated misbehaviours.

**Remember the academy rules on:**  
Hands off, Watch your Words, Gross Disobedience and Gross Disobedience-Blazer. These all result in a 45 minute same day detention.  
Late to school = a same day lunch time detention. Failure to attend this detention leads to a same day 45 minute detention.  
Punctuality Sweeps-if you are late during a punctuality sweep you will get a same day 45 minute detention.  
Mobile Phones-'See it, hear it, lose it'-if a phone/headphones are seen during the school day they will be confiscated and must be collected by a parent/guardian.  
Sweets/energy drinks are not allowed in school.

**Detentions/behaviour escalations** *(please note escalations are for deliberate failure to attend restorative meetings/detentions)*



## Appendix 3: Restorative Approaches

Fortis Academy advocates a whole school focus on Restorative Approaches, including the use of restorative language and restorative conversations. The emphasis of all restorative approaches is active participation in a positive and meaningful way, therefore encouraging students to take responsibility for their actions. This leads to:

- A happier and safer academy experience
- Mutually respectful relationships
- More effective teaching and learning
- Reduced exclusions
- Improved attendance
- Development of emotional literacy
- Reduction in bullying
- Raised morale through a culture of inclusion and belonging

### Aims of Restorative Approaches

To develop:

- An understanding of how a community works to bring about positive relationships
- An understanding of our responsibilities to the communities that we are part of to confront unacceptable behaviour
- A culture where acceptable behaviour is acknowledged and praised
- Models of restorative behaviour which students can learn from
- Self-regulating communities
- An understanding of the skills needed to communicate with each other and a commitment to developing these
- A shared language across the academy
- Emotional literacy and improved relationships as a result

### Types of Restorative Approaches

- Dialogue - listening, exploring, discussing and responding
- Peer mentoring, mediation, facilitation, peer panels, support partners
- Whole academy
- Co-constructing classroom agreements or “norms”
- Restorative conversations/statements
- Restorative Meetings/Conferences

Restorative Meetings seek to achieve agreement and reparation through dialogue between those involved in an incident where relationships have been affected or broken down. Restorative Meetings have a structured format and certain phrases and styles of language are used to help the student reflect on how his/her actions have impacted on others and how amends can be made. The aim is to facilitate communication and dialogue which restores and promotes reconciliation.

It can be used as a support tool in all aspects of the consequence system with clear agreements being made. Examples of incidents: Bullying, verbal abuse, theft, criminal damage, assault, inter student conflict, teacher— student conflict, an incident leading to a C2, C3 or C4. It can also be used following an exclusion to resolve the issue and ensure that there is no recurrence of the incident which led to exclusion.

## Full Restorative Conference

A trained facilitator may feel that a conference could be beneficial in resolving conflict. Relevant information is gathered and the facilitator decides if a conference is appropriate. If so, the format of the conference is explained and a date is then arranged: participants are seen by the facilitator who will also see parents/carers if necessary. At the conference each person in turn is asked how he or she feels about the incident and who has been affected.

Important features of restorative conferencing:

- The facilitator remains neutral
- Admittance should be made that harm has been caused.
- The “wrongdoer” is given a chance to put things right.
- Emphasis is placed on restorations and reparations.
- Some form of reparation made.
- It is seen as a positive experience.
- An agreement is drawn up, all present sign it and are given a copy.

## Short Restorative Conference

A short meeting can be used in less formal situations—usually two students or a student and a teacher and the facilitator. The above principles apply.

- It is briefer than a full conference.
- The incident is discussed and the questions asked follow the format of the full conference.

## Restorative Language

The language of restorative conferencing can be used in many situations in and around the academy with a student whose actions have impacted adversely on another. It can challenge the student to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Key restorative questions are:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

## Appendix 4 Behaviour Tariffs

Please note that the following tariffs do not constitute an exhaustive / prescriptive list and the school reserves the right to vary the sanction applied accordingly. All sanctions may be increased or decreased at the discretion of the Headteacher for each respective academy. Persistent defiance towards school rules or a severe one off incident may lead to a permanent exclusion from school at the discretion of the relevant Headteacher. *Please note that if a student has any outstanding detentions then they may be set for following days and will therefore not be a same day sanction.*

Incident	Typical Consequences
Jewellery	Confiscation of necessary items to Year Team.
C3	25 minute same day Restorative Justice Meeting
C4	Student removed to a good neighbour (within the faculty) and a 45 minute same day detention. On call can be used to move the student to the good neighbour.
Late to school	Same day break time detention. Further intervention such as contact home via letter, phone call or email and punctuality report may be issued. If these interventions do not help to see an improvement in punctuality to school, sanctions such as the internal suspension room or a suspension from the Academy may be used at the discretion of the Headteacher.
Late to lessons	Intervention such as contact home via letter, phone call or email and punctuality report may be issued. If these interventions do not help to see an improvement in punctuality to lesson, sanctions such as the internal suspension room or a suspension from the Academy may be used at the discretion of the Headteacher. If a student is late during a punctuality sweep they will be issued a same day 45 minute detention.
Mobile phones	Confiscation. Parents must contact school or collect. Further issues will result in parental meetings.
Gross disobedience towards a member of staff (out of lessons)	Same day 45 minute detention. Persistent Gross Disobedience entries will result in sanctions that may include time in the Internal Suspension Room and a suspension at the discretion of the Headteacher.
Gross disobedience – blazer	Same day 45 minute detention if a student is seen around the academy without their blazer on or if they have a non school uniform style jumper or a jacket underneath their blazer.
Hands off	Same day 45 minute detention. Persistent hands off entries will result in sanctions that may include time in the Internal Suspension Room and a suspension at the discretion of the Headteacher.
Watch your words	Same day 45 minute detention. Persistent watch your words entries will result in sanctions that may include time in the Internal Suspension Room and a suspension at the discretion of the Headteacher.
Deliberate Failure to attend lesson	Entry on GO that will tag year teams. Year Teams follow up as appropriate. Persistent Deliberate failure to attend lesson entries will result in sanctions that may include time in the Internal Suspension Room and a suspension at the discretion of the Headteacher.
Failure to attend Restorative Meetings or Detentions	If a student fails to attend a restorative meeting or a detention then a 45 minute detention will be set for the following day. If a student repeatedly fails to attend restorative meetings or detentions then parental contact will be made and sanctions, such as time the Internal Suspension Room will be issued. If these sanctions do not see a change in the student's attitude towards detentions and there is further persistent failure to attend then a suspension from the Academy at the discretion of the Headteacher may be put in place.
Verbal abuse to staff	Sanctions may include time in the Internal Suspension Room and a suspension at the discretion of the Headteacher. Directly swearing at a member of staff will result in a suspension at the discretion of the Headteacher.
Verbal abuse to a peer	Sanctions may include detentions, time in the Internal Suspension Room and a suspension at the discretion of the Headteacher.
Vandalism	Sanctions may include time in the Internal Suspension Room and a suspension at the discretion of the Headteacher. Parents may be asked for a contribution towards damage costs and potential police involvement depending on the severity of the vandalism.

Physical abuse towards others	Sanctions may include time in the Internal Suspension Room, a suspension at the discretion of the Headteacher up to a permanent exclusion.
Theft	Internal Suspension Room or a suspension at the discretion of the Headteacher.
Bullying (racist, cyber, homophobic, physical, verbal)	Contact with parents/carers Escalating sanction ranging from time in the Internal Suspension Room up to a suspension at the discretion of the Headteacher.
Child on child abuse and sexual abuse and sexual harassment	Sanctions may include time in the Internal Suspension Room, a suspension at the discretion of the Headteacher or a permanent exclusion. These incidents will be inputted onto myconcern.
Use of a banned substance within school or the community	Sanctions may include a significant suspension or a permanent exclusion.
Weapon on school site	Sanctions may include a significant suspension or a permanent exclusion.
Breach of examination rules	Letter home or meeting with parents. Possible disqualification at the discretion of the relevant examination board.