

Student Behaviour and Discipline Policy

2025 - 2026

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1. Introduction

1.1 At Fakenham Academy, we believe that all children and young people have the right to be healthy, happy and safe and to be loved, valued and respected and to have high aspirations for their future. A culture of respect will therefore be actively promoted with every individual, and we recognise the importance of effective behavioural support for students. A wrap around programme of student support, with effective pastoral and support systems based on a rigorous pastoral and year groups system, is a model that we promote. Our Academy Values '**Kindness, Ambitious, and Determination**' are central to this policy. Students will be encouraged and rewarded when they:

Are **KIND**, so they are settled for learning and feel safe.

Are **AMBITIOUS** by knowing their targets and taking up opportunities available.

Are **DETERMINED** by working hard and showing resilience when faced with challenges.

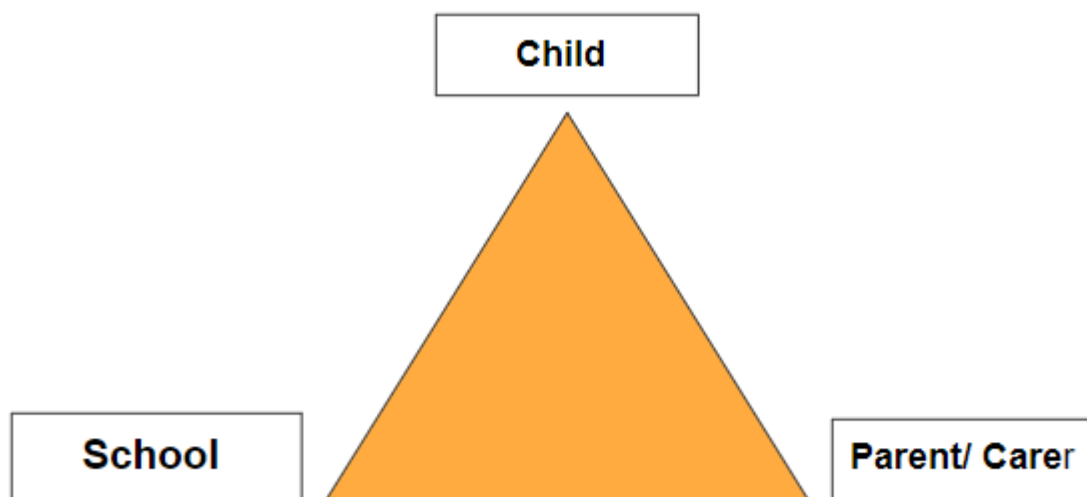
1.2 We have a fundamental belief that there is a difference between a person's behaviour and their identity. In dealing with student behaviour therefore, it is paramount that their dignity and value as a person must be retained and respected and so in dealing with poor behaviour, we must make it clear that it is the conduct we are wanting to change. Whilst conduct and personality are clearly related; it is important for children to understand that we are trying to change their behaviour and not adversely affect their self-esteem. This is clearly easier when giving praise or rewards because the inference is that we wish this good behaviour to continue but even when reprimanding, it is important to make the distinction clear. It is their poor conduct (behaviour) that earned a sanction and that it is that conduct that we do not want continued. It is good to then focus on the strengths students have, the good qualities they have and try to get them focused on the good they have within themselves.

This does not suggest that we will ignore poor behaviour or pretend it does not exist. Poor behaviour still has consequences, and the consequences need to stay in place, but we do not need to entirely define a person by a single behaviour or a collection of similar behaviours in order to facilitate behaviour change. It is important to recognise that in growing, children make mistakes in the way they behave.

It is equally important to establish that in the Academy, everyone takes responsibility for their own behaviour, including adults and therefore its vital that adults and older children role model the good behaviour expected.

1.3 We are committed to listening to and responding to the needs of students, parents and carers, staff and the wider community. Students will have a clear voice within the Academy decision-making processes and will be involved in all aspects of Academy life.

1.4 We acknowledge that the support of parents and carers is essential to the success of students. In our 'triangle of success', a strong link between home and school creates a strong foundation for a student to aspire and to reach their potential. We take the view that we are assisting parents and carers to educate their child to become an admirable young adult and good citizen and that we have the long-term interest of their child in common. A strong link with parents and carers is therefore encouraged and their support actively fostered.



All stakeholders in the Academy have a role to ensure that Fakenham Academy is a safe, happy and productive environment. These roles and responsibilities are outlined in the table below.

Students
1. Demonstrate and gain reward for our School Values: Kind (respect for all) Ambitious (knowing what is being learned and taking opportunities available to them) Determined (by working hard and showing resilience when faced with challenges) 2. Be Ready to Learn by having the correct equipment ideally in a pencil case, being on time to lessons and wearing all uniform items with pride. (See Appendix 2) 3. Follow teacher's instructions first time 4. Speak to the teacher or staff member if they are worried about something or someone. Always REPORT SUSPECTED BULLYING. 5. To switch mobile devices and smart related items off and have them away at all times during school day. Student Leaders To support the Headteacher and the Academy in role modelling 'The Fakenham Values'. Maintain high standards of attendance, punctuality, behaviour and uniform in order to role model our school values. To encourage participation of the student body in school initiatives and opportunities.

Parents
1. To work in partnership with the school by communicating any concerns and reinforcing the importance of our high expectations. 2. Ensure your child is ready to learn by seeing they are on time in the morning and equipping them with correct uniform and equipment. 3. Take an active interest in your child's learning experiences by checking Class Charts, Reports and attending academy events that support your child's learning and development. 4. Ensure availability during the day in the event of a concern in school. 5. To treat all members of the school community with respect either in person or via communication platforms.
All Staff
1. Role model positive behaviours and build meaningful relationships. 2. Reward students demonstrating School Values, targeting a minimum 90% positive to negative. 3. Follow up when behaviour has gone well and when it hasn't met high expectations using logical reward and consequence. 4. Calmly and clearly communicate each stage of C-System, allowing take up time every time expectations are not being met. 5. Always log events using Class Charts.
Form Tutor
1. Know the student and be the first port of call for the student and parents. 2. Have initial oversight and instil high standards for attendance, academic achievement, homework and behaviour. 3. Check students are Ready to Learn every morning using school ready to learn protocol. 4. Be a communication link when required for parents.
Teachers and Classroom Support Staff
1. Deliver the Standard Fakenham Lesson. (See Appendix 1 and 1a) 2. Follow the C System calmly allowing students to take up time at each stage. (See Appendix 6) 3. Ensure all Positives and negative behaviour is followed up and logged using class charts. 4. Depending on the nature of a concern, either refer to the Head of Department, Safeguarding Team or Pastoral Team.
Middle Leaders
Heads of Department 1. To ensure Quality First Teaching and clear curriculum delivery of lessons in their subject area. 2. Celebrate staff and students for demonstrating our school values. 3. To ensure systems and procedures are followed consistently in line with the Behaviour for Learning Policy. 4. To have an overview of behaviour climate in curriculum area using Class Charts and Learning Walks to initiate support to both staff and students when things need to improve. 5. Assist learners back into learning by supporting meetings where required. Progress Leaders 1. Lead rewards for Year Groups responsible for. 2. To lead intervention stages for students by using behaviour, attendance and report data. 3. To work with Pastoral Team in communicating concerns with home. 4. Quality Assure Form Time. 5. Oversee and lead on Support Plans for students who are struggling to engage in school life.

Senior Leadership Team

1. Support all stakeholders in the above.
2. Support and oversee year groups through line management, whole story meetings and other wider support services in the Academy.
3. To make decisions on serious behaviour incidents once investigated by the Pastoral Team.
4. Be a visible daily presence around school, completing climate walks and sharing findings and advice to middle leaders and relevant staff.

Trust Governance Team

1. Visit school, monitor and review the effectiveness of the Behaviour and Reward Policy on a regular basis.
2. To make recommendations to the Headteacher to update policy.
3. To consider recommendations by the Headteacher about fixed term and permanent exclusions.
4. To listen to the opinions of staff, pupils and parents/carers on the policy.
5. To convene disciplinary panels when necessary.

1.5 In terms of student behaviour and discipline, Fakenham Academy works to the following principles:

- Each young person is of equal value and potential and must be treated fairly, encouraged by adults and praised for their success.
- The curriculum, qualifications and teaching methods must ensure equality of opportunity, attention to individuals and their needs and the maximisation of their achievement and success.
- Young people with Special Educational Needs must be fully supported to achieve success.
- High quality teaching and learning and an outstanding curriculum closely matched to needs and aspirations is at the heart of ensuring the commitment and engagement of young people which lead to high standards of behaviour and discipline.
- Excellent standards of behaviour are to be insisted upon, **but also explicitly taught** and students must be supported to understand the impact of their actions upon learning.
- Expectations of behaviour and discipline must be made clear in all Academy practices and systems for praise and sanctions must be pragmatic, fair and understandable to all.
- Clear agreements must exist between the Academy and every family to make plain the expectations of one another and to provide the foundation for excellent communication throughout the family's time with the Academy.

Bullying of any kind has no place at Fakenham Academy and we will work with both victims and perpetrators and their families to prevent further incidences and educate those involved about the harm bullying can cause.

- Where things go wrong due to poor behaviour, we will use restorative approaches wherever possible to ensure that all involved learn from the incident(s), that harm is repaired and relationships are rebuilt.
- We use a trauma informed approach where possible meaning we have an understanding that trauma exposure can impact an individual neurologically, biologically, psychologically and socially.
- An inclusive approach will be taken wherever possible to avoid exclusion, though such sanctions will be used where necessary for the safety, wellbeing and success of others.

- Safe and respectful behaviour and high standards of uniform and appearance are all foundations of success at the Academy.

1.6 All staff have a collective responsibility to manage the behaviour of students on the Academy site. Staff have a duty of care to students as they are in 'loco parentis' and should thus act with the actions of a reasonable parent or carer.

1.7 The Headteacher authority applies on the Academy site, within the immediate vicinity of the Academy (50 metres) and to students involved in Academy supervised trips and events. Students displaying poor behaviour on Academy trips will therefore be treated with the same sanctions as if on Academy premises. The Sapientia Education Trust (SET) will expect parents and carers to be supportive of this.

In terms of student behaviour outside of the Academy site, the school reserves the right to exert its jurisdiction relating to incidents in line with the DfE guidance, 'Behaviour in schools: Advice for Headteachers and School Staff' (September 2022). This states that "Schools have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable".

We define reasonableness as including, though not limited by, issues that are linked to school; behaviour on school transport; behaviour where the pupil is identifiable as a pupil of the school; issues that could cause harm or detriment to members of the school's community.

Conduct outside the school premises, including online conduct, that the Academy might sanction students for therefore includes, but is not limited to misbehaviour:

- when taking part in any school organised or school related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way, identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school

2. Aims and Objectives

2.1 This policy sets out the protocol for Fakenham Academy by giving clear guidance to parents and carers, staff and stakeholders on the expectations and practice of the Academy with respect to the expectation for high standards of student behaviour and the methods used to ensure the maintenance of good order.

3. Pastoral System: Rationale

3.1 Form Groups

We operate a year group pastoral system whereby the main student body is split according to their age. Each student therefore belongs to a form group and as well as year group in which they have members of staff designated to provide pastoral and academic support throughout their time in the

Academy. Various form and year group activities are planned throughout the year to develop collegiality in form groups and the year.

The horizontal tutor system means that the tutor group should operate as a 'family' with students being taught to encourage and look after each other. Prefects (Year 11) will have a specific role within this and act as the role model leaders. Year 11 students will also be in groups for form time to access additional core subject intervention.

3.2 Form Tutor

The strength of the pastoral structures and procedures which operate at Fakenham Academy is built on the principle that the Form Tutor is the central focus through which all information is passed.

The key role of the Form Tutor is to build relationships with the young people in their care. This overriding responsibility can be exercised in several ways but most significantly, in taking time to get to know each student in the group as an individual. This ensures a physically safe and emotionally secure environment for all students.

The Form Tutor is expected to develop loyalty toward the form group and themselves as their main pastoral influencing adult. The Form Tutor will thus be an important part of the management and promotion of good behaviour from their tutees.

The Form Tutor's special responsibility is to help their students achieve success, enable growth, encourage and develop self-esteem as they move towards adulthood. To this end, Form Tutors have significant key tasks to perform.

Key Tasks

Support, Guidance, Monitoring and Reporting

1. To consider their tutees' welfare as paramount and take action in accordance with the responsibility in 'loco parentis' by monitoring their attendance, emotional, social, behavioural and academic progress of their tutees.
2. Form Tutors should help tutees explore thoughts, feeling and solutions to problems within the form time and other appropriate activities ensuring there is a collective respect for individual opinions and views.
3. To support their tutees by mentoring in form time as required.
4. To lead purposeful activities in form time and develop a sense of community within the form.
5. To give impartial Information and Guidance Advice.
6. To attend Academy assemblies with their form.
7. To monitor and maintain tutees who are on tutor report at Level -1 if requested by the Progress Leader (please see Appendix 8).
8. To give praise and encouragement to tutees who achieve excellent reports, attendance, behaviour or success in other areas of the Academy.
9. Monitor tutees' uniform and equipment on a daily basis
10. Contact a tutee's home on relevant issues (e.g. incorrect uniform, lack of stationery).

11. To contact home about their attendance under the direction of the Attendance or Pastoral Team.

Form Time

Morning Registration 08.45 – 09.05am

The purpose of morning registration is to:

- Carry out the statutory responsibility to take an accurate register (within the first ten minutes);
- Set the right tone for the Tutor Group at the start of the day;
- Keep a careful check on attendance trends and make initial contact with home where there are concerns;
- Ensure that the tutor group is in correct Academy uniform following the uniform procedure;
- Ensure all students are 'Ready to Learn' (R2L) by having their basic stationery kit with them;
- Pass on relevant information to the tutor group as needed from Staff Briefing etc;
- Get to know individuals and watch over the welfare and general attitudes of the tutor group;
- Help the tutor group to grow together as a community within their tutor group, their year and the Academy;
- Monitor the Attendance and performance on a 2-weekly basis, congratulating students who are making good progress in vital areas and encouraging them to improve/maintain this status;
- Form Tutors to support colleagues by sending their tutees to Period 1 in a calm frame of mind ready for learning, fully equipped and in full uniform.

There is a rota of form time activities which is decided by the Assistant Headteacher (Personal Development) & Head of Sixth Form in conjunction with the pastoral team at the beginning of the year.

Form Tutors are expected to follow these activities in consultation with the Progress Leaders. Form Tutors are responsible for their tutees during form time and therefore, if any student is permitted to leave the form room during form time, the Form Tutor must follow the process for leaving the classroom.

3.3 Assemblies

Each year group will have a weekly assembly and a will be conducted by various members of staff using the pre-planned assembly rota. Excellent behaviour in assemblies is important to reinforce good conduct throughout the Academy. Students should enter the Main Hall or Drama Studio in an orderly fashion. Uniform will be checked at the doors and followed up by tutors when students are seated. Coats and scarves must be taken off before entering the Main Hall. Bags should be left in the canteen area on tables for year 7-11 and will be collected at the end of the assembly time. Staff should position themselves equally around the assembly area to ensure students are well supervised.

4. Behaviour Management Systems: Rationale

4.1 Our behaviour management systems promote good behaviour and order. The Academy operates a series of staged coherent consequence systems with the view to improving the behaviour of a student in the long term.

The expectation is for students to follow certain routines – if these are followed well, then often the consequence is that rewards are given. If they are abused, then the consequence is that a sanction will be given. Students are expected to be responsible for their behaviour and therefore, make their own choice of how to behave.

5. Classroom Routines

5.1 Lesson Routines

The Academy operates a programme of routines to which all colleagues are expected to adhere. These are:

- Wherever practical, the teacher welcomes the students into the room and students are aware of and operate, the appropriate standard routine for entry for example, having lined up outside or entering as soon as they arrive;
- Staff check uniform and appearance on entry and act accordingly; Students should be on have blazers on, shirts tucked and appropriate dress in line with expectations (See Appendix 3 Uniform expectations)
- Teachers have a pre-prepared seating plan on Class Charts for all lessons (these seating plans highlight vulnerable groups and will be used and thus periodically changed by the teacher to ensure good order and engagement);
- Students get out their equipment, books and engage with the arrival activity (usually the 'Take 5' activity);
- The register is taken accurately to record attendance and this is recorded on Class Charts within the first ten minutes of the lesson;
- Teachers manage the behaviour of the group using the consistent code of "Behaviour for Learning" (BFL – see below);
- When dismissed by the teacher, students leave the lesson in an orderly fashion preferably one row at a time having followed established exit and tidying up routines.

5.2 Student Lesson Expectations

Specific simple lesson expectations are published in the Student and Staff Handbook. These detail the expected conduct requirements that students are expected to adhere to whilst in lessons (please see Appendix 2).

6. Student Code of Conduct

6.1 Students are expected to follow the Student Code of Conduct. Students are expected to follow this at all times as an Academy student (please see Appendix 3).

7. Academy Uniform (Please see appendix 3)

7.1 Having a formal uniform is an important part of Academy life. It provides the Academy and all students with a strong common identity. If worn properly, it sends out a message to peers and the wider community that Fakenham Academy is a place of importance and endeavour that takes pride in itself and everything it does. It promotes high standards and expectations and sends out a firm signal of the attitudes and the behaviour required inside the Academy to promote effective learning.

7.2 We also have uniform because it is a great 'leveller' and means that students look the same and therefore are seen as being of equal value.

7.3 We believe therefore that the uniform must be non-negotiable, consistent and worn correctly. The Academy reserves the right to ask students to borrow items of uniform that are worn incorrectly or not at all. Non-compliance with this will result in the behaviour system being used.

7.4 In Autumn 2021, the Government issued new guidance to schools on uniform. The aim of this guidance was to minimise the cost of uniform for parents and carers through a reduction in school branded items.

Fakenham Academy and the Sapientia Education Trust fully support making school uniform affordable and accessible for all children and in support of this, we have a minimal number of items that are branded with our logo i.e. only the blazer and tie and black PE jumper which is optional. Parents and carers can therefore purchase items such as the white school shirt; black trousers; black V-neck jumper etc from their own chosen supplier (e.g. large supermarkets) to ensure they receive value for money. For PE uniform, there are acceptable alternatives for the 'compulsory' Academy PE polo shirt, Academy shorts and Academy zip top.

The current uniform requirements are shown on the following pages.

Academy Uniform Suppliers		
Stevensons 67 Ber Street, Norwich NR1 3AD Website: www.stevensons.co.uk Telephone: 01603 622355	Birds of Dereham Unit D, Yaxham Road, Dereham NR19 1HB Website: www.birdsofdereham.com Telephone: 01362 692941 or 01362 699130	Sew Sweet 15-16 Market Place Fakenham NR21 9BG e-mail: sewsweetfakenham@gmail.com Tel: 01328 621277

Item of Uniform/Clothing	Requirement
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Jewellery

We discourage the wearing of jewellery for health and safety reasons but the following are acceptable:

- One pair of 'stud' earrings in the ear lobe
- One watch
- One additional wrist band (bracelet)
- One small ring
- Necklaces should not be visible

No body or facial piercings are permitted to be worn by students whilst in the Academy. Students will be expected to either remove them if visible and/or wear a clear retainer.

Make Up

Discreet make up may be worn. Students who take advantage of this privilege by wearing extreme cosmetics (including overt false eye lashes) will be required to remove it/them. Nail varnish will need to be removed.

False Nails

For the purpose of health and safety, false nails (including gels) must not be worn in the Academy. We ask that parents and carers take particular note of this in order that the expense involved in such treatment is not wasted during term time.

Hair

- Extreme hairstyles are not permitted.
- No extreme colours are permitted (the expectation is that if hair is dyed then only natural colours e.g. blonde, ginger, auburn, brunette or black are used)

Personal Protective Equipment (PPE)

Students are required to wear PPE where appropriate and when instructed to.

Adverse Weather

In the event of exceptional weather conditions, we will announce any changes to uniform expectations.

PE Uniform Requirements
Compulsory
Black shorts
Red polo shirt
Black tracksuit bottoms
Black sport leggings (girls)
Sport trainers for indoor and outdoor
When taking part in Rugby or Football- studded boots, shinpads and mouth guard
Optional
Black skin T-shirt (boys)

Notes

- Parents must ensure that the items that they purchase meet the criteria above. No logos other than the Academy logo will be accepted.
- Compulsory alternative items e.g. plain Navy blue T-shirt are allowed in recognition of uniform expenses as a supportive measure for parents and carers.
- We ask parents and carers to consider the weather conditions that may be experienced during PE lessons and to ensure their child is suitably dressed within the guidelines.
- Leisure trainers such as Converse trainers/high tops/Nike Airforce are not accepted as suitable footwear for PE lessons due to their inappropriate soles and support. 'Lifestyle' trainers are designed primarily for casual, everyday wear. They are meant for style, rather than support and performance in physical activity. They are often chosen solely for their fashionable look. Sports trainers however, are specifically designed for activities like jogging/running and sports. They are engineered to provide support, cushioning and in some cases, stability needed for certain physical activities. We require trainers with non-mark soles to retain the condition of the surface of the Gym and Sports Hall.
- For hygiene reasons, students are required to change their socks for PE lessons.
- Parents and carers who are experiencing financial hardship in any aspect of the purchase of the school uniform should contact the Pastoral Team.

Physical Education Requirements

- No jewellery may be worn in PE lessons and all piercings (including earrings) must be removed.
- Gum guards must be worn for some PE lessons - when playing Rugby or Hockey, all students are required to wear a gum guard.
- Long hair must be tied up in PE lessons.
- If a student is ill or injured, they are still required to bring their PE kit and get changed as they will be taking on such roles as a coach or an official within lessons.

Please note the following with regard to this:

- The student's kit should be suitable for the activity they are studying e.g. warm clothes (tracksuit) if outside or if they are suffering from a cold.
- The student should be supplied with a parental note to explain their reason for not being able to participate fully and to what degree they can participate.
- If the condition is long term, the PE department should be contacted by the parent or carer to discuss a suitable plan to ensure learning is continued.
- The student will not be expected to get changed if they have a condition which will be exacerbated by changing or cause undue discomfort e.g. broken limbs, severe back injuries. This should be made clear in a note to the PE Department.
- If the injury affects the lower limb, PE kit for the upper body should be supplied e.g. if they have a sprained ankle, they change into a T-shirt (tracksuit top) only

8. Personal Audio Devices

8.1 The use of personal audio devices and ear pods of any description is forbidden and such items will be confiscated if seen and given to student reception where students will be able to collect at the end of the day. Sixth Form students are allowed use personal audio devices, but these should not be worn in lessons.

9. Mobile Phones

9.1 Students are permitted to bring a mobile phone onto the Academy site but it must be

switched off and kept in a pocket or school bag so that it is not visible to staff. Any mobile phone seen by a member of staff will be immediately confiscated and handed to the student reception. Sixth Form students are allowed mobile phones, but these should not be used in lessons without permission from their teacher. The Academy takes no responsibility for mobile phones, ear pods or any other mobile devices brought onto the site.

9.2 The use of a mobile phone or any device on the Academy site for taking photographs and audio/video images are not permitted without prior permission. Students who want to have this permission should put it in writing to the Headteacher.

9.3 Students must not have mobile phones or watches on their person in any public examination. If they do they risk disqualification by the Examination Boards. Warning posters to this effect are always displayed in Examination Halls. Students will be clearly reminded about bringing mobile phones to the Examination Halls and the consequences of doing so. If they do bring in their mobile phone by mistake and then realise and hand it into the Exam Invigilators before the start of the exam, then they do so at their own risk. Staff will take reasonable precautions to hold the mobile phone securely as they would any other valuables, but this cannot be guaranteed. It must be noted however, that if a mobile phone is discovered on a student's person after the start of the exam, then this must be reported as malpractice and the student risks disqualification by the Examinations Boards.

9.4 If students' hand mobile phones or any other items to PE staff as 'valuables' when students are changing for PE, then they do so at their own risk. Staff will take reasonable precautions to hold the items securely as they would any other valuables but this cannot be guaranteed.

10. Lunchtimes

10.1 Students are not permitted to leave the Academy site at break times or lunchtimes in years 7-11. Sixth Form students are able to leave site but must follow the sixth Form absence process.

If students need to leave the academy for a medical appoint/ illness or other authorised reason then they should at first go to Student Reception. Once confirmed they will be sent to main reception so they can sign out using the Sign In system. Sixth Formers who leave the site must sign out in the Sixth Form Block using Sign In System. Sixth Form students are permitted to leave the Academy for lunch and break time. Some sixth form students will have been granted home study based on their attitude to learning, attendance and achievement. These students must sign out when they leave for home study. All other students must be on site for lesson periods.

10.2 All main school classrooms are out of bounds during the lunch times unless taking part in a supervised lunchtime activity. Sixth Form students are allowed to use classrooms for study, but they need to ensure they are using these sensibly and safely.

10.3 The Academy operates a main canteen as well as a separate food café area serving mainly cold food. The Academy uses senior leadership team members, pastoral staff and support staff to oversee student behaviour at lunchtimes in addition to staff and Senior Prefects who are on duty.

11. Litter

11.1 All students bear a responsibility to keep the physical environment clean and free from litter. It is an expectation that every student will put their rubbish in bins provided. Any student may be asked to help pick up litter regardless of whether they are responsible for it.

12. Student Pocket Diary

12.1 The student pocket diary should be used for:

- Recording current levels and targets as part of the review window process;
- Reference to important Academy information including timetable.

13. Playing Field

13.1 The playing field will be open during the year with rules and expectations explained to students during assemblies and form tutor times. There are designated areas outlined using a clear blue line. Permission will be granted to not use field at lunchtime by the Headteacher when it is deemed that the field is not suitably dry and its use will be detrimental to the condition of the grass or safety of the students.

14. Out of Bounds

14.1 The following areas are out of bounds to students:

Main Drive (Car Access – Students can only use the pavement which is safe and railed)
The main drive is always out of bounds to students.

Car Parks

All car parks are always out of bounds to students. However, Sixth Form students may need to access the car park areas as some are owners of vehicles. This is acceptable however they must use these areas responsibly.

Changing Rooms

Unless changing for a lesson or changing for an extra-curricular activity with express permission from the PE staff, the Changing Rooms are out of bounds.

Stage in the Main Hall

The stage is only allowed to be used with express permission and the supervision of a member of staff. The area is out of bounds at both breaktimes and at all other times without permission and supervision.

Bicycle Sheds/ Bike Rails

Students are not permitted to be in the bike sheds at any other time than the beginning or end of the day when leaving or picking up their bike. The bike rails for securing your bike will only be accessed at the beginning and end of the day.

Sports Hall/ Gym and outside these areas

These areas are out of bounds for all students unless supervised or permission is given by a member of staff. Students will use these areas for lessons and or for examinations. Behind the gym or main hall are always out of bounds.

Back Gate

Students are not permitted to be in this area during the school day. This area can only be accessed for PE lessons when using the leisure centre, at these times students must be accompanied by a member of staff.

All other areas

The following areas are always also out of bounds to students unless supervised by a member of staff. Behind reflection, ground team office area, science external buildings and pond area including the containers on the field.

Sixth Form Building

The Sixth Form Building is normally only used for Sixth Form classes however students of key stage 3 & 4 may at times use this building for Music and Drama lessons. If main school students are to use it apart for these lessons, they will line up at the back doors of the classrooms and not enter the sixth form corridor.

Areas that students have permission to access

Canteen and café

Old MUGA

Canopy outside Perowne (break only)

Field

Front of school

Wet weather plan – In the event of wet weather pupils will not be allowed on the field or outside if the weather is deemed to be inadequate for students. This decision will be made by a the Headteacher or Deputy Headteacher and the school community will be informed by an early warning bell. A wet weather duty rota will also be used during this time to ensure students are supervised appropriately.

14.2 The main gates of the Academy are closed between 15.15 and 15.30 to ensure that students can leave the site in safety.

15. Rewards

15.1 Aims: Acknowledgement

The Fakenham Academy Values are the foundations of everything we do at the Academy. When rewarding students we reinforce these values through verbal praise which is followed by a positive behaviour mark on Class charts.

We reward students as individuals through verbal praise, positive marks on Classcharts, contacting home, certificates, badges to reflect their achievement milestones (Appendix 8), high attendance to extra curricular and recognising their successes through “special mentions” on the reward assembly.

Furthermore, we set “Tutor Challenges” fortnightly to reinforce our school values. Tutors are rewarded through receiving a 5+ positive to spend in the Reward Store. Students can spend their positive points in the Reward Store throughout the year- Appendix 10.

We reward year groups for continued and progressive behaviour over a term. This takes into account a number of factors behaviour ratio score 90%, attendance above 96% and an overall positive progress report. Rewards can include but are not limited below, Snowball Christmas Party invite (Year 7 and 8), Christmas party invite (Year 9-10) and raffle prize draws in reward assemblies (Year 7-11).

Fakenham Academy Awards- is held annually in July to celebrate effort and progress in subject and pastoral. Celebration evening is held annually for the previous Year 11 and 13 for achievements in examinations.

Fakenham Academy puts an emphasis on recognising good behaviour that consistently meets our high standards. Rewards align directly with our Core Values; Kindness, Ambition and Determination. We use Class Charts to award merits when consistent great behaviour is demonstrated. Students who go above and beyond will be recognised by a Positive Note which is worth 5 Merits. The points gained by students will contribute towards Tutor Group Competitions, Reward Assemblies, and communication home via Class Charts. <https://www.classcharts.com/>

On top of our rewards system, we also know that a genuine heartfelt discussion with a student about what we are proud of also has a great impact on instilling what will make our young people successful.

Staff will use praise in a way that develops a ‘positive mindset’ in our students i.e. to focus on the effort made and the determination and resilience shown that led to the reward rather than solely focus on the value of the ‘prize’ itself. We aim to praise and reward the ‘whole’ child through the Award of reward points across the Academy, not just academic excellence.

We will continue to develop the range of rewards through increased engagement with students and parents and carers.

15.2 Main Focus of Rewards

The Academy will focus rewards (and praise) on:

- ‘Attitudes to Learning’ (ATL) through the Pastoral system and;
- ‘Progress in Learning’ and its contributory factors (i.e. effort, commitment, resilience etc.) through the Academic (Subject) areas.

15.3 Types of Reward

Rewards are given out mostly in lessons but also across the Academy to students showing certain attributes linked to our values.

A reward point can be given by any member of staff to a student for showing any of the attributes. These attributes are shown below:

	Kindness	Ambition	Determination
How	- Helping someone - Caring for the environment - Charity Work - Volunteering	- Ready to Learn - Excellent Work (>target) - School Club - School Trip - Leadership/Student Voice - Representing School - Representing Local Team	- Working hard - On time all week - Overcoming difficult situation - Not giving up
Initial Reward Point	Verbal Praise Merit on Class Charts		
Significantly above expectations OR Demonstrating a School Value over time	Verbal Praise Positive Note Merit on Class Charts Positive Note written and sent to parents over email.		
Accumulating Lots of Merits	When a student accumulates lots of merits they will gain one of three things: 1. Recognition in termly rewards assemblies by getting a certificate, a letter home and a place on a Rewards Event. 2. Reaching the threshold for merits for one of the Values which will gain the student a certificate, a positive letter home, a badge and a place on a rewards trip. 3. Reaching all three thresholds in all three Values will mean getting a certificate, a letter home, a platinum badge, and a place on Rewards Event.		

Fakenham Academy will celebrate and reward willingness to be Kind, Ambitious and Determined

The Academy will reward those individuals in each year group who consistently achieve outstanding in each of the 3 categories. There is an annual trophy and reward badges for each of the attributes above per year group and students. These trophies and badges are awarded at the annual Presentation Evening in the second half of the summer term.

- A certificate for the highest reward points in that week is given to one student per year group.
- A year group reward is given to the students in each year group with the highest points each half term.
- Reward point leagues for each year group are produced and displayed in the main corridor and during form times at the beginning of each week showing the top 'earners' for the previous week.
- Points are collated together at the end of the year to determine the winning form.
- Students receive a number for their 'Attitude to Learning' from each of their subject teachers per term. Attitudes to Learning (ATL) grades are derived from clear assessment criteria which are published in the Staff Handbook. E&E grades are published in Parental Reports (see Appendix 5). The Performance Ladder for each half term and categories that they are in are shown on Go4Schools and included in whole story meetings.

Postcards

Postcards are awarded to the highest achievers in the reward points by pastoral staff. They are acknowledged at appropriate time throughout the year. These postcards are also available for Senior Leaders and Progress Leaders

Subject and specific achievement Postcards

Postcards are awarded to students for excellent effort, progress or achievement in a specific subject area by classroom teachers or Head of departments.

Attendance Rewards

Good attendance will be rewarded. Every week students will receive reward points via Class Charts for 100% weekly attendance. Attendance Streaks” are promoted weekly in the Tutor Time Programme. Students receive a ticket every 5 day streak to go into the raffle for the reward assembly.

Subject awards (Subject Badges)

Subject badges are awarded throughout the year, if students have achieved the relevant criteria. Badges will also be awarded at the annual rewards presentation evening. They are awarded to the two students in each year who have made outstanding progress and effort in that subject. Additionally, some subjects may also wish to award subject certificates, postcards, positive communications home or other relevant awards.

Annual Presentation Evening Event (Main School)

Presentation Evening is the main public event to acknowledge the success of main school students from the past academic year. At this event individual subject prizes are awarded to students who have made the most outstanding achievement. As well as this we also have an Ex-Year 11 & 13 presentation evening. Individual subject prizes are presented to the previous Year 11 and 13 students at this event.

Sixth Form Rewards

Reward points will be awarded to Sixth Form students to recognise achievements and positive contributions to the Sixth Form/Academy life.

Presentation Evening (Sixth Form)

Sixth Form Presentation Evening is the main public event to acknowledge the success of Sixth Form students from the past academic year. Individual subject prizes are presented to former Year 13 students.

Displays

The intention of providing high quality displays of student work around the Academy is to acknowledge success but also to reward students by the public display of their effort and achievement. Photographs of the students who were rewarded at Presentation Evening are displayed in the main corridor of the Lancaster building trophy cabinet in main reception which also displays the annual trophies.

16. Behaviour Management System: Sanctions

16.1 The Academy operates a sanctions system which is based around issuing C's using an online system called Class Charts. When issued, a 'sanction is recorded on the school system against the student's name and parents will also be able to see the sanction using the online app. Sanctions at certain levels will trigger a lunchtime or after school detention or a more serious consequence if necessary.

17. Managing Behaviour in Lessons: Behaviour for Learning (BFL)

17.1 The Academy operates a 'Behaviour for Learning' (BFL) management system (please see Appendix 1) to deal with poor behaviour in lessons and around the Academy.

17.2 The BFL management system is designed to complement and support the individual skills of each member of staff with regard to management of student behaviour.

17.3 It is expected and encouraged that each staff member will wish to develop and practice their own behaviour management strategies within the framework provided by these Academy guidelines.

17.4 BFL is a system that is well known and understood and puts the initial responsibility on the student to correct their behaviour. It is a consequence system that will be consistently applied.

17.5 In the first instance, the class teacher has the best understanding of what has happened and will be responsible for dealing with that student.

17.6 Teachers are expected to deal with the following in the first instance:

- Attendance and poor punctuality, lack of equipment, poor organisation and/or presentation of work, monitoring of effort, engagement and achievement, monitoring of extension work, eating in class, removal of outdoor clothing (coats, scarves and hats), bad manners, dropping litter/care for the environment, bad language and misuse of mobile phones or ear pods.
- Students displaying poor behaviour that disrupts the education of peers and does not allow the teacher to teach or undermines the calm respectful ethos of the Academy. Low level disruption must be subject to the BFL system and not ignored.
- Students that follow classroom protocols will be praised appropriately by the member of staff.
- A classroom teacher may call upon a range of additional strategies to deal with an issue including sending home an email or letter, telephone parents or carers (after checking with the Student Pastoral Team), keeping the student back at the end of the lesson (where this will not inconvenience later lessons or cause the student to miss the school bus).
- Within lessons, at C2 of the BFL system, the teacher may choose to move a student to an alternative place within the classroom.
- Students will only be asked to stand outside for a maximum of five minutes when at Level C3 of the BFL system. At this stage, 'On Call' should be called.

When On Call arrives, the teacher has the option of talking to the student outside the classroom whilst the on-call member supervises their class, or they can ask the On Call member to have the word. If the student is suitably contrite, then the teacher should give the student a chance to re-join the lesson on condition they cause no further disruption. If this is the case, the teacher must be clear about their expectations.

- A warning gives time for the student to calm down and the teacher to consider whether to issue a C3 Removal. If the reaction of the student is such that reintegration back into the lesson is not productive, then a Removal is the next option. This type of referral is the best response for all but the most serious of incidents.

When on a Removal, the student is taken to work silently in reflection. The removal, along with a Lunchtime Detention, is added to Class Charts by the teacher issuing the C3 or C3 Removal. Only the highest sanction is recorded on Class Charts.

- In the most severe cases, a student may be sent directly to the Reflection Centre by C4 serious incident. The reflection Centre is best placed to deal with issues that span more than one lesson, or which are serious or long term. A referral to the reflection Centre means that the subject teacher has passed responsibility for that student to the Pastoral Team, but only temporarily. This means that the classroom teacher must supply as much information as possible to make the referral productive and the class teacher and a member of the Pastoral Team must meet at the earliest possible time to discuss the incident.

The student will also have an afterschool detention.

- Each incident will be judged on its own merit, but all staff should refer students immediately to a senior colleague or the reflection Centre for the following behaviour:

- Use of obscene/offensive language and inferences;
- Racist incidents;
- Homophobic incidents;
- Child protection/cause for concern;
- Bullying;
- An assault on a member of staff;
- An assault on another student;
- Fights between students;
- Acts of theft;
- Acts of vandalism;
- Truancy from school or lessons;
- Wilful disobedience;
- Possession or abuse of smoking/drugs/alcohol or paraphernalia related to these;
- Suspected possession of anything that can be classed as a weapon.

18. Removing Students from Lesson

18.1 On occasions, a subject teacher may feel that because of poor behaviour in a previous lesson, it is inappropriate for a student to return to their next lesson. If this is the case, it must be arranged in advance with the Head of Department or Subject Leader for them to be educated in another lesson or by agreement with the Progress Leader for them to accommodate the student. It is not appropriate or respectful to wait until the next lesson and then send the student directly to the Reflection Centre without prior arrangement. If this is to happen, the student must be informed well in advance of the next lesson.

18.2 When there is a removal of a student for more than one lesson, an withdrawal form should be completed and returned to the Progress Leader. This must be countersigned by the Head of Department /Subject Leader and then approved by members of the Leadership Team in charge of the relevant year group. A restorative/support package will be started.

19. Prohibited Items, Searching and Confiscation

19.1 The Headteacher and staff have a statutory power to search a student or their possessions where they have reasonable grounds to suspect the student has a prohibitive item with them.

19.2 The list of prohibitive items is as follows:

- Illegal drugs
- Knives or any other item that can be deemed to be a weapon
- Alcohol
- Illegal substances
- Laser pens
- Tobacco, cigarette papers, lighters and matches

- E-cigarettes or vaping equipment
- Fireworks
- Pornographic images
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of, any person (including the student)

19.3 Searching and screening plays a critical role in ensuring that the Academy is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare and to maintain high standards of behaviour through which students can learn and thrive. When there are reasonable grounds to search a student, Academy staff will follow the DfE guidance 'Searching, Screening and Confiscation: Advice for Schools (July 2022).

19.4 As a result of searching, Academy staff can confiscate, retain or dispose of a student's property as a disciplinary sanction. In these circumstances, we will follow the DfE guidance stipulated in 19.3 above.

20. Confiscating Items of Non-Academy Uniform

20.1 A high standard of personal appearance is expected of all students and anyone arriving to Academy in non-uniform will be expected to remove the incorrect garments. Such items will be confiscated on a temporary basis, retained at the relevant pastoral office and can then be collected by the student at the end of the school day on polite request.

Repeated misuse will result in parents or carers being expected to collect the item from Academy. Persistent offenders of uniform rules will be subject to the BFL system.

20.2 Hoodie' style garments (with 'sweatshirt' material) are inappropriate to wear in the Academy and are not considered to be overcoats. They will be judged as 'incorrect garments' and dealt with initially and will be confiscated until the end of the day. Persistent offenders will be escalated through the BFL system.

20.3 Jewellery is generally inappropriate to wear in the Academy and can be a hazard. Therefore, it should be limited to a watch and one pair of stud earrings to be worn in the lobe of each ear.

Metal nose studs are not allowed but a clear retainer maybe worn if a students nose has been pierced. Jewellery that is inappropriate will be confiscated until the end of the school day.

21. Mobile Phones

21.1 If a mobile phone is heard or seen in the Academy, on Academy transport or on an Academy trip it will result in the phone being confiscated until the end of the Academy day/trip and the confiscation logged.

21.2 If a mobile phone is confiscated from a student the following procedures will take place:

If a student refuses to hand their phone to a member of staff, they will receive C4 serious incident (Refusal Mobile Phone Confiscation) and be placed into reflection.

22. Physical Education Sanctions

22.1 The Academy PE kit is compulsory, and it is important that all students abide by the Academy's policy to ensure high standards and consistency is maintained.

22.2 If a student forgets their PE kit or brings in incorrect kit (and does not have a parent or carer note to explain lack of kit), they will receive an 'C2 (No PE Kit)' and will be expected to borrow an Academy PE kit. If it happens three times within a half term period and escalated to a detention.

22.3 If a student refuses to borrow an Academy PE kit, they will be removed from the lesson using the on call system and a detention will be issued.

22.4 If a student is unable to participate fully due to illness or injury, they must be provided with a parental note and bring appropriate PE kit. If they do not have a note, it will be treated as forgotten kit. The parental note should be written into the student pocketbook. If there are legitimate reasons for a student being unable to bring the correct PE kit (e.g. moving house, problems with washing machine etc) then the student should arrive to lessons with a suitable sports kit and a note to explain why it is not the correct compulsory PE kit, giving a date when their kit will be rectified by.

23. On Report

23.1 The Academy operates a system of 'On Report' for those students whose barriers to learning are interfering with the students' progress. If placed on report, students will be closely monitored by a member of staff. They have targets set and are mentored with the aim of the student improving over a set period of time.

The member of staff who is designated to monitor the report depends upon the stage of the graduated response (please see Appendix 7).

24. Graduated Stages of Support

24.1 The Academy operates a staged 'ladder' system for all students whereby their whole performance across the Academy is categorised fortnightly by Progress Leaders (please see Appendix 7). If students are categorised as Amber or below on the Performance Ladder, they then become subject to formal intervention. The first stage of formal intervention will be a communication from the Form tutor with the student's parents or carers. The student will then report regularly to the relevant member of staff. If barriers to learning improve, the student can move off intervention if they move up the Performance Ladder. If the barriers to learning continue, the student will move down the ladder and be subject to the next level of Intervention. Please refer to Appendix 11 for further information.

25. Detentions

25.1 There are three main types of detention used in the Academy as follows:

Lunchtime Detention

Students receive a Lunchtime Detention for not meeting the standards of expectations three times in the following areas:

Chewing gum, Times equipment/PE Kit, Times Late to Lesson, Times Late to School, and Uniform.

C3- Persistent behaviour following C2

After School Detention

This is operated two times per week and takes place for 30 or 60 minutes after school depending on detention escalation.

Students who have failed to attend a Lunchtime Detention or have received C3 – Withdrawn from Lesson, or not completed their Guided Study Booklet will receive an After School Detention.

Detention Escalation

Should a student fail to attend their lunch time detention, will be upscaled to a 30 minute after school detention.

Those who fail to attend their 30 minute after school detention, will be upscaled to a 60 minute detention.

If a student fails to attend their 60 minute after school detention, it will be upscaled to half a day in reflection. Students who regularly upscale detentions to half a day of reflection will receive a full day of reflection

Although some parents or carers may find it difficult to collect students from After School

Detentions, it is important that students are not able to “demote” their detention. However, the Academy will make reasonable adjustments to support. Academy will not permit detentions to be moved from after school to lunchtime apart from in very exceptional circumstances.

26. Suspensions and Exclusions

26.1 Only the Headteacher (or the Deputy Headteachers in the Head’s absence) has the authority to make the decision to suspend or exclude a student. The authority of the Headteacher in terms of this policy covers the Academy site and also extends to the immediate vicinity of the Academy (50 metres) as well as consideration given to the behaviour of students when offsite as explained in Section 1.7. The Headteachers authority is also in operation when students are on educational visits/trips. The Headteacher will ensure that staff receive appropriate training and support in order to operate the behavioural management systems which lead to the possibility of exclusion and that the statutory guidelines in place regarding exclusions are applied.

26.2 Exclusions and suspensions are the most severe sanctions available to the Academy in cases of poor conduct. The Academy uses three types, each with a prescribed process to follow. These processes are described in the Fakenham academy Exclusion Policy. The three types used by the Academy are:

Academy Internal Exclusions (Fixed Term)

This is where a student is required to work under supervised conditions in the Reflection Centre. Students on an internal exclusion will begin their day at 08.45 and finish at 15:20. Students will have different break and lunchtimes to the rest of the Academy and will not be

allowed to mix with their peers during the early break and late break periods. A discussion is held with parents or carers and the student before the student may return to lessons.

Suspensions (previously named External Fixed Term Exclusion)

This is where a student is required to stay at home for a period of days. Suspensions are governed by guidance from the Department for Education and the Academy follows that guidance.

Permanent Exclusion (PEX)

Although rarely used, Permanent Exclusion remains the Academy's ultimate sanction. A student who is permanently excluded is not permitted to return to the Academy.

Permanent Exclusion is governed by guidance from the Department for Education and the Academy follows that guidance. This is further explained in Appendix 7 & 7a and also in the Fakenham Academy Exclusion Policy.

27. Parent App

27.1 The Class Charts App allows parents and carers to sign in securely in order to view the current status of attendance and behaviour. Parents and carers can also use this app so they can see information about their child's behaviour and achievements.

28. Anti-Bullying

28.1 If bullying is suspected or reported, the incident will be immediately dealt with, in the first instance, by the member of staff who has been approached. The member of staff concerned must make the Progress Leader aware of the incident by reporting this to them in person and recording the concern on class charts. A clear account of the incident will be recorded on the appropriate bullying log by the Progress Leader. The Pastoral Team will interview and take statements from all concerned and will deal with the incident.

Statements are not shared with parents/carers or students as they are confidential unless forming part of official paperwork e.g. an information pack for a Permanent Exclusion hearing.

28.2 Relevant staff will be kept informed. Parents and carers will also be kept informed.

28.3 Punitive measures will be used as appropriate and in consultation with all parties concerned.

Support will be offered to the student who has been bullied to rebuild confidence and self-esteem. Support will also be given to the offender to ensure there are no further incidents.

Please refer to the Academy's Anti-Bullying Policy

29. Child-on-Child Abuse

29.1 We do not tolerate 'child-on-child abuse'. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment means unwanted conduct of a sexual nature such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse;

- Causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm and;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

29.2 In dealing with an allegation of child-on-child abuse, we will follow our Safeguarding Incorporating Child Protection Policy which is written to be in line with Keeping Children Safe in Education (KCSIE). Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

29.3 Our 'non-tolerance' stance on child-on-child abuse is not a 'zero tolerance' in the sense that our response will always be proportionate and thus different sanctions will be appropriate for different 'levels' e.g. of sexual harassment and sexual comments. Each incident will be treated on a case-by-case basis.

We will not 'demonise' anyone but will support and listen to all of the students involved. The alleged perpetrator(s) will be offered support in order that they can change their behaviour.

29.4 In being proportionate in our response, we might, for example, address a 'lower-level' incident such as a sexist comment through education, our curriculum and/or reminders about our core value of Respect. We will also balance the importance of safeguarding other students with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s);
- The nature and frequency of the alleged incident(s);
- How to balance the sanction alongside education and safeguarding support (if necessary, these may well take place at the same time).

29.5 Depending on the different 'level' of incident, appropriate sanctions might be:

- A verbal warning;
- Keeping the student behind after class to apologise to their peer;
- A letter or phone call to parents or carers;
- Detention;
- A period of isolation;
- A period of internal exclusion (length dependent on incident);
- A suspension (length dependent on incident) or permanent exclusion.

29.6 For the more serious incidents, a risk assessment approach is used and in the most serious incidents, this will include the support of Norfolk County Council's Children's Services and the Police

30. Reporting Abuse

30.1 Our aim is to create a culture and ethos of respect, tolerance, acceptance and diversity in order to make it easier for students to call out incidents and to discourage any child-on-child abuse, including sexist or inappropriate sexual behaviours. We encourage students to call out and report anything that makes them uncomfortable, no matter how 'small' or insignificant they think it is.

We aim to make students aware that we will:

- Take their safety and wellbeing seriously;
- Listen to them;
- Act on their concerns;
- Not tolerate or accept abuse.

We believe that reporting incidents benefits everyone, including:

- The victim(s) by stopping the problem and getting the help and support they need;
- Other people by preventing it happening to someone else;
- The alleged perpetrator(s) by catching problematic behaviour early can help them avoid criminal offences later in life.

30.2 Our PSHE curriculum and pastoral programme specifically cover important areas such as:

- Consent;
- What respectful behaviour looks like;
- Body confidence and self-esteem.
- Healthy relationship

We also have a planned programme of age appropriate 'key messages' assemblies delivered by the Police throughout the year. This supports our own weekly themes which we build our own school assemblies and House assemblies around.

31. Covert (Secret) Recordings

31.1 We believe that the taking of covert (secret) photographs of members of staff or covertly recording meetings and telephone conversations with them, inevitably has a detrimental impact on the relationship between schools and families.

31.2 Covert photographs or recordings are those that were taken where the subject is not aware and/or where they have not given permission. The taking of such recordings or photographs of staff is detrimental to the respect of their professional position as a person in authority and certainly is against their dignity at work.

31.3 The taking of such photographs or recording is therefore strictly against the Academy rules and will be treated with a reasonable and proportionate sanction. Where such photographs or recordings are shared with others (including on social media) this is likely to be a suspension.

32. Malicious Allegations

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

32.2 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 school will consider whether to discipline the student in accordance with this policy.

32.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or

malicious, the school (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 social care may be appropriate.

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

33. Reasonable Force

33.1 Staff at Fakenham Academy follow Norfolk Steps where in the first instance all de-escalations skills will be used where appropriate.

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- causing disorder;
- hurting themselves or others;
- damaging property;
- committing an offence

33.2 Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents or carers

33.3 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

34. Online Safety

34.1 Our Online Safety Policy is written with the full awareness that technology is often a significant component in many behaviour, safeguarding and wellbeing issues. Children are at risk of both face-to-face abuse and online abuse, both of which can take place inside and outside of school.

Children can abuse their peers online through:

- Abusive, harassing and misogynistic messages;
- Non-consensual sharing of indecent nude and semi-nude images and/or videos especially around chat groups;
- Sharing of abusive images and pornography to those who do not want to receive such content.

34.2 We consider such online abuse to be another form of child-on-child abuse and will thus respond to it in the same way as detailed above.

35. Student Acceptable Use Agreement and ICT Code of Conduct

35.1 Students are required to sign up to an Acceptable Use Agreement and ICT Code of Conduct to access the ICT facilities of the Academy.

36. Inappropriate Use of Electronic Communication and Social Networking for E-Safety

36.1 Fakenham Academy has a stated protocol in order to protect and support our students and staff (please see Appendix 4) against the inappropriate use of electronic communication directed towards them or the Academy itself.

37. Equal Opportunities Statement

37.1 This policy has been assessed against the nine protected characteristics outlined in the

Equality Act 2010.

There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics possibly becoming a victim of harassment or bullying. This policy is specifically written with the aim to eliminate this discrimination. In addition, the Academy will also have published their own objectives related to the Public Sector Equality Duty which may also show specific aims related to the elimination of discrimination.

Appendices Section and Documents

Appendix 1: Lesson Expectations for Students

Before the Lesson

Each lesson must be planned as part of a coherent sequence from the subject curriculum, designed to teach identified knowledge or skill(s).

Teachers should know the ability level, grouping (SEN PP EAL etc) and prior attainment levels of all students in their group and plan to have inclusive activities for all abilities.

KS3 - progress for each student in the subject.

KS4 and KS5 - progress against their end of course target.

Teachers should have prepared a clear seating plan (using class charts), available in a Blue Folder on the teacher desk, which is specifically planned to maximise student engagement, promote good behaviour and reflect any specific needs – some students may need to be accessible, for example. The default position at the start of the year if you don't know the group is everyone in alphabetical order.

Teachers should be aware of any students in class who have a Student Profile (SEN) and should be using it to inform their planning and teaching.

Meet and Greet

The teacher will welcome the students in as they arrive, checking their uniform as they enter. The standard presentation for the lesson is projected on the board and the students sit down, complete the take 5 and write the title. The teacher should use this time to build relationships with students, for example chatting about their football team or favourite music.

The standard presentation format

All lessons should be delivered with key information shared using the standard "master slide" format (see appendix 2a).

Ideally all of the lessons should use the standard "master slide" presentation for every slide. In some cases this may not be practical. For example, teachers may have existing presentations or bought in presentations where it would be very time consuming to fit the content to the standard format. In these cases the standard "master slides" format should be used for the opening and closing of the lesson, with the pre-existing slides used in the middle.

There are templates and guidance on their use in the Teaching and Learning folder. See links at the end of this document.

Where there are technical issues, such as computers not working, teachers should find alternative ways of sharing the key information from the master slides - lessons still need to have been carefully planned, with clear outcomes, Takes 5s and plenaries etc, even if it isn't displayed as clearly or in such a detailed fashion.

Take 5 (replaces "Do now")

The Take 5 activity gets the pupils into the right mindset for the lesson. It is an individual, silent activity which should last approximately 5 minutes. Take 5 activities will review previous learning AND prepare for the next phase of learning. This will normally be 5 short answer questions related to previous learning to strengthen retrieval practice.

Learning objectives and curriculum Journey

The teacher will use the standard “master slides” lesson format clearly informs the students of the learning objectives in the lesson and how it links to where they are in the curriculum journey in that subject. (see appendix 2a)

Register

The register should be taken within the first 10 minutes of the lesson. Students should be silent for the register (it could be during the silent Take 5 activity). Any “missing” students should be followed up with an email to on call.

Supporting Literacy

All keywords being used in the lesson need to be displayed on the board and written in pupil books for future reference. Pupils must be able to say it, spell it and use it!

A variety of reading methods should be employed during the lesson to ensure maximum pupil engagement with the reading process.

Key words should be displayed using the standard “master slides” lesson format and understanding checked

Challenge and support

There is clear support for those who need it and there are clear challenge activities and support for those who are achieving well. This is made clear in the learning objectives.

Appropriate pace

It should be clear to students how long they have for a task. Tasks should be given enough time or written activities to be completed to a high standard and give timing reminders as appropriate.

Learning checks - no hands up, always cold calling for questioning.

Opportunities for pupils to ask questions and to show how they have understood the lesson content through a variety of formative check-in tasks and activities should be carefully planned. Teachers should regularly check understanding, uncover any misconceptions and adapt their teaching accordingly.

The Main body of the lesson

For the vast majority of the lesson, staff are free to plan and deliver however they feel is the best way to teach the students. However, Fakenham students tell us they like variation, not too much copying and frequent checks of their understanding. See “Rosenshine and us” protocol

Prompt finishes

It is important that every lesson finishes on time to allow teachers to move to their next lesson promptly. Summarise the key learning and successes from the lesson. Congratulate and award any reward points and leave enough time to pack up and stand behind chairs before the bell. Uniforms should be checked and students dismissed by row or a table at a time.

Assessment, marking and feedback

Teachers should mark and assess in line with the school policy.

Behaviour management

Teachers should be firm, fair and consistent with academy rules with no ‘favouritism’ given.

They should deal with behaviour in line with Academy policy (Student Behaviour & Discipline Policy).

Tips and advice

The standard “master slide” lesson is a guide and should be used. However, it’s a framework – you can weave around it. Use your professional judgement and experience to reshape as required. Occasionally,

for example, you might not want to reveal the title at the start because you want students to work it out. That's fine, just share it later.

Its OK to change the size of fonts and occasionally cover sections up so you can add a large diagram or picture.

The standard lesson date seems to be unreliable – it's not crucial. If it doesn't work for you, leave it out!

When delivering the planned lessons you don't have to rigidly follow it. In fact you shouldn't. Miss bits, go back to bits, add bits as you go. You can also alter the lesson ready for next time you teach it.

If one person plans the lesson and another wants to change it significantly they can. They can add optional slides or just save two versions. It's always easier to have a starting point and things like the outcomes probably won't change.

If you move classrooms frequently then don't have files on desktop as they slow the logging on process (short cuts are OK)

As a department, share ideas / findings / make changes to lessons so that they constantly improve.

Once written, these lessons are brilliant for setting cover / sending home for long term absence / revision, even if they need modification and simplification.

Appendix 1a: Standard Lesson "master slide" format

The Fakenham Standard "master slides" Presentation: explanation, examples and links

Section / slide	Aim	What it might look like
Resources and notes	This is to reduce teacher workload and stress by listing resources than are needed and sharing any tips on delivering the lesson. It is not compulsory to include this.	Print and cut up card sort (one per pair) Need Atlases! Students often confused by climate graph – allow extra time Some useful links with weather unit in Y7
Take 5 (see appendix 2)	Reminding students of prior learning so that it can be built on repeated exposure to key concepts practise retrieval instant AfL Help students apply concepts in new contexts Increasing student confidence	5 questions which are relevant to the lesson. 2 or 3 from recent learning (last few lessons) 2 or 3 from further back but still relevant Today's lesson – how do rivers erode: Take 5: 1. The place a river starts is called the 2. The point at which a river meets the sea is called 3. What happens to the speed of a river as you go downstream? 4. What does "erode" mean (think back to waves in Y7) 5. Why do some cliffs get eroded faster than others? Qs 1-2 are recall – designed to increase confidence and help secure key information (which will be used in the lesson). Q2 is recall but particularly relevant to today's lesson. Qs 4 and 5 are from a previous topic where concepts overlap with this lesson.
How this fits the curriculum journey	Knowledge builds on knowledge and students, especially disadvantaged students, benefit from understanding how it all fits together.	Will usually be the curriculum learning journey "snake". Teacher can point out where students are on the snake and how this topic builds on and builds to other topics.
How this fits the unit journey		Might be a mini snake that just covers the unit or written (possibly straight from the curriculum summary) Teacher uses this to explain how we are going to cover the big question (see below)
Tasks and activities	The main body of the lesson – at the teacher's discretion	A variety of learning activities with frequent opportunities for teachers to check understanding and reshape as required.
Plenary	A task or activity designed to check and reinforce this	Summarise... Sort these... Put these in the correct order... Do this past exam question...
Title	A clear title that explains what the lesson is about and makes revision easy to do. Students can write it as they enter, allowing the teacher to build relationships with the students.	How do rivers erode? What was Hamlet's motivation? What was life like for soldiers in the trenches? Types of Wave Multiplying fractions The forward defensive
Big question	Explains what we are trying to understand in the topic or unit. The topic in one question.	What are the properties of acids and alkalis? What is impressionism? How can we use the past tense? How do rivers shape the land?
Bronze / Silver / Gold	Differentiated outcomes to remind teachers to ensure they plan the correct level of support and challenge. Ensures the lesson has a clear aim. It is not about allowing students to choose an outcome. Teachers may choose to direct a student to strive for a particular outcome, if they wish, but the outcomes are primarily to support planning and not to tell students when they have done "enough".	Gold: Suggest how types of erosion might change over the year Silver: Explain the different types of erosion Bronze: Name and describe 2 types of erosion
Key terms	Help reinforce the key terms and knowledge Reduce cognitive load so students can concentrate on new learning	Metaphor, Simile Crude oil, fractional distillation Membrane, nucleus, cytoplasm Empire, slavery, trade
Date (Optional)	The date! –Optional!	If you can't get it to work then leave it out!

Appendix 2: Ready to Learn Equipment

Standards (Equipment)

Writing pen (x2 Blue/Black)

R & R Pen (Green)

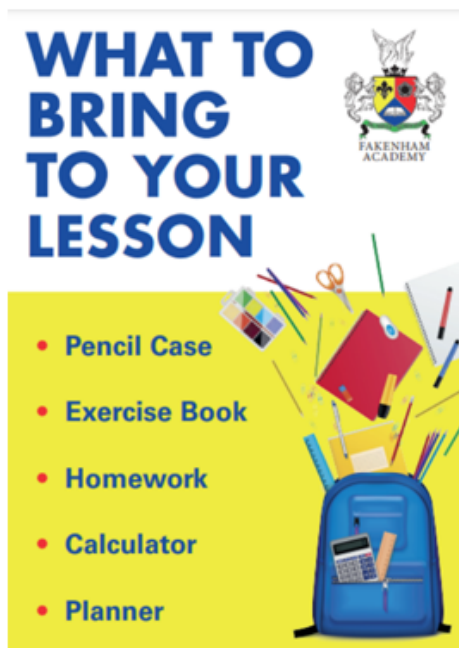
Pencils (x2)

Sharpener

Ruler

Planner

Scientific Calculator



STANDARDS AND EXPECTATIONS



- **Line up quietly outside your classroom until you are invited in by your teacher.**
- **Get ready to learn, planner and pencil case on your desk and bags on the floor.**
- **Know what you are learning.**
- **Follow the Climate for Learning.**
- **Tidy up, check your uniform, stand quietly behind your desk ready to be dismissed by your teacher.**



Uniform Expectations

Blazer



Additional Information

- Only academy issued badges (e.g. perfect badges) can be worn on blazers.
- Blazers must be worn at all times in the academy and should only be removed with the permission of the teacher
- Blazers can be removed whilst playing on the hardcourts, field during break times and lunchtime, but should be put back on before leaving that area. Blazers must be worn in the building at all times and must not be replaced by any other jacket or top.



Additional Information

The Academy tie must be worn correctly at all times, which means that the top shirt button must be fastened. The tie colour will be designated to the students. Year 8 will wear purple ties and year 7 from September will be required to wear the green tie only.



Additional Information

- Trousers should be tailored and plain black
- Tailored shorts can also be worn throughout the year.
- No hipsters/denim or denim imitation/corduroy/leggings/jeggings/skinny trousers/tight trousers/shorts/ski pants/combat/ flares/ decorative features
- No visible zips or rivets
- Trousers can be purchased from our uniform suppliers but other high street retailers can also provide these.



Additional Information

- Long Pencil skirt (These must not be rolled up)
- Skirts must be no more than one hands width above the knee, ideally however it should just above the knee.
- Skirts must not be skinny, tight lycra or made of stretchy material



Additional Information

- Top button must be fastened at all times
- Long/ short sleeved shirts are acceptable
- Long enough to be tucked in properly
- Plain (no frills or logos)



Additional Information

- Should be worn under the blazer
- Should not be worn instead of the blazer
- Must be a plain black with no logos
- Pupils can wear the Fakenham black jumper
- No hoodies or other zip jackets are allowed



Additional Information

- Pupils are permitted to wear 1 ring, 1 watch and 1 pair of ear rings (one stud per ear lobe)
- Students are permitted to wear a clear plastic nose stud but no metal studs will be allowed. No other facial or body piercings are allowed. (Please note: If pupils chose to wear non permitted piercings they will be confiscated immediately)
- No body artistry (includes Henna)
- No spacers or stretchers



Additional Information

- Shoes must plain black with the ability to be polished (Leather) – Completely black
- No coloured logos or edging
- No boots



Appendix 4: Protocol on the Use of Electronic Communication and Social Networking for E-Safety

Safe Use of Technology Policy: [Safer-use-of-Technology-Policy-2025.pdf](#)



Pupil Acceptable Use Agreement

1. Introduction

This IT Acceptable Use Agreement outlines the rules and guidelines for the use of the school's Information Technology (IT) resources by all pupils who attend the school. By using the school's IT resources, you agree to abide by the terms and conditions outlined in this document.

The purpose of this agreement is to ensure the responsible and ethical use of IT resources, maintain a secure computing environment, and promote positive digital citizenship among our pupils.

2. Acceptable uses

2.1. General Usage

- You are permitted to use school-provided IT resources for educational purposes and other activities authorised by school staff.
- All use of IT resources must comply with the school's policies, procedures, and applicable laws.

2.2. Responsible Use

- Treat all IT resources with care and respect. Do not engage in activities that could damage, disrupt, or misuse school property.
- Do not share your login credentials with anyone or attempt to access another user's account without explicit permission.

2.3. Internet Usage

- Internet access is provided for educational purposes.
- Do not use it for illegal, unethical, or non-educational activities.
- Do not visit, download, or distribute inappropriate, offensive, or harmful content.

2.4. Email Usage

- Use the school email system for school-related communication only.
- Do not send or share any messages that are offensive, harassing, or in violation of school policies.

2.5. Data Security

- Protect sensitive information and personal data. Do not attempt to access, disclose, or manipulate data without authorisation.
- Do not introduce or spread malware, viruses, or other harmful software.

2.6. Respect for Privacy

- Respect the privacy of others. Do not capture, share, or distribute images, videos, or personal information without consent.

2.7. Social Media and Online Conduct

- Represent yourself and the school positively on social media and other online platforms.
- Do not engage in cyberbullying, harassment, or any form of online abuse.

2.8. Network Usage

- Do not engage in excessive bandwidth usage that could disrupt the network for others.
- Do not attempt to circumvent network security or access blocked websites.

2.9. Consequences of any Violation

- Failure to comply with this IT Acceptable Use Agreement may result in disciplinary action, in line with the school Behaviour Policy.

3. Review and Updates

This agreement may be reviewed and updated periodically to reflect changes in technology, school policies, and legal requirements. You will be informed of any changes as they occur.

4. Acknowledgement

I have read and understand the IT Acceptable Use Agreement and agree to comply with its terms and conditions.

Student Name:

Student Signature:

Date:

STUDENT ICT CODE OF CONDUCT – ACADEMY & SIXTH FORM RULES

The Academy has developed a set of rules for internet use by students. These rules will be made available to students and kept under constant review. All members of staff are responsible for explaining the rules and their implications. All members of staff need to be aware of possible misuse and their responsibilities towards students.

The following rules apply to all students:

- I will ask permission before entering any website unless a member of staff has already approved that site.
- I will only use my own login and password, which I will keep secret.
- I will not look at or delete other people's files.
- I will not bring external drives into the Academy without permission.
- I will only e-mail people I know, or those a member of staff has approved.
- The messages I send will be polite and sensible.
- When sending an e-mail, I will not give my home address or phone number or arrange to meet someone.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat.
- If I see anything I am unhappy with, or I receive messages I do not like, I will tell a member of staff immediately.
- I know that the Academy may check my computer files, my e-mails, and may monitor the Internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

Sanctions:

- Violations of the rules above will result in a temporary or permanent ban on Internet use in the Academy.
- Additional disciplinary action may be taken in line with existing practice on inappropriate language or behaviour.
- When applicable, police or local authorities will be involved.

STUDENT'S ACCEPTANCE:

- I have read and understood the Academy Rules for Responsible Internet Use.
- I will use the computer system and Internet in a responsible way and always obey these rules.
- I understand that if I break these rules then I may not be allowed to use the Internet.

Student name	Student signature	Student year

The information you have given on this form will be held by the Academy and Sixth Form for the purposes set out in the enclosed Privacy Notice. Certain information is provided to Norfolk County Council Children's Services department via the annual school census, as required by law. Some information is shared with other departments within Norfolk County Council in order to provide and plan services e.g. School Transport. Where necessary and with your consent and your child's, it may be used to administer health, social and welfare care and may be shared with healthcare advisors, practitioners, and other relevant agencies. It will be forwarded to your child's new school if and when they change school. It will also be used for statutory returns and for research purposes. More information about all these purposes can be found in the Privacy Notice.

All information given will be held in the strictest confidence under the requirements of the Data Protection Act 1998. We have published a Personal Information Charter which sets out our commitment to the correct handling of personal information. You can view this on our website under Policies or request a copy from the Academy.

Declaration

I note the above statement and believe the information provided in this form to be correct as of this date. I will inform the Academy or Sixth Form of any changes that may occur whilst my child attends the Academy or Sixth Form.

Signed (Parent/Carer):		Date:	
Print Name:		Relationship to student:	

Thank you. When completed, please return this form to:
Fakenham Academy, Field Lane, Fakenham, Norfolk, NR21 9QT.

Appendix 5: Attitude to Learning Assessment Criteria

Rationale

- Data on learners' achievement is collected three or four times a year (in line with the Making Data Work report). See Calendar
- Data on learners' attitude to learning is collected each half term.
- This data is used to inform various stakeholders (including parents) of the progress, achievement and attitude of the learners at the academy and sixth form.
- The data is used by staff to intervene during lessons and at other times to improve the progress, attitude and achievement of the learners.
- Achievement and progress data will be collected via Go4 Schools according to the to calendar. This will be done automatically from the mark books online via a snapshot of the assessment data so far. There will be no extra data column to complete for each data drop it will be a snapshot of what is there¹.
- Each year the process of collecting data, the usefulness of the data and the impact of actions based on the data will be reviewed and this policy will be updated if changes are deemed necessary.

Procedure

Staff will enter E&E grades. An E&E comment is required if a learner has an E&E grade of 3 or 4 or is not meeting their target grade or %.

End of Year reports - these will include a comment in every subject for every learner.

Effort and Engagement - assessed on a 1-4 scale.

1 You always work hard in lessons and independently

2 you usually work hard in lesson and independently

3 You sometimes work hard enough but not often, and you need to work harder in lessons and independently

4 You rarely work hard and need to work harder in lessons and independently

Abs - student has not attended any lessons

Appendix 6: C System

If behaviour is serious (see C4 referral) On Call or assistance must be used immediately for support. In all other behaviours 3 things must be verbally communicated with the student:

1. What they are doing (which is against school rules).
2. What they need to do.
3. What C stage they are at. Allow time for the student to process and get on. Ignore secondary behaviour where possible.

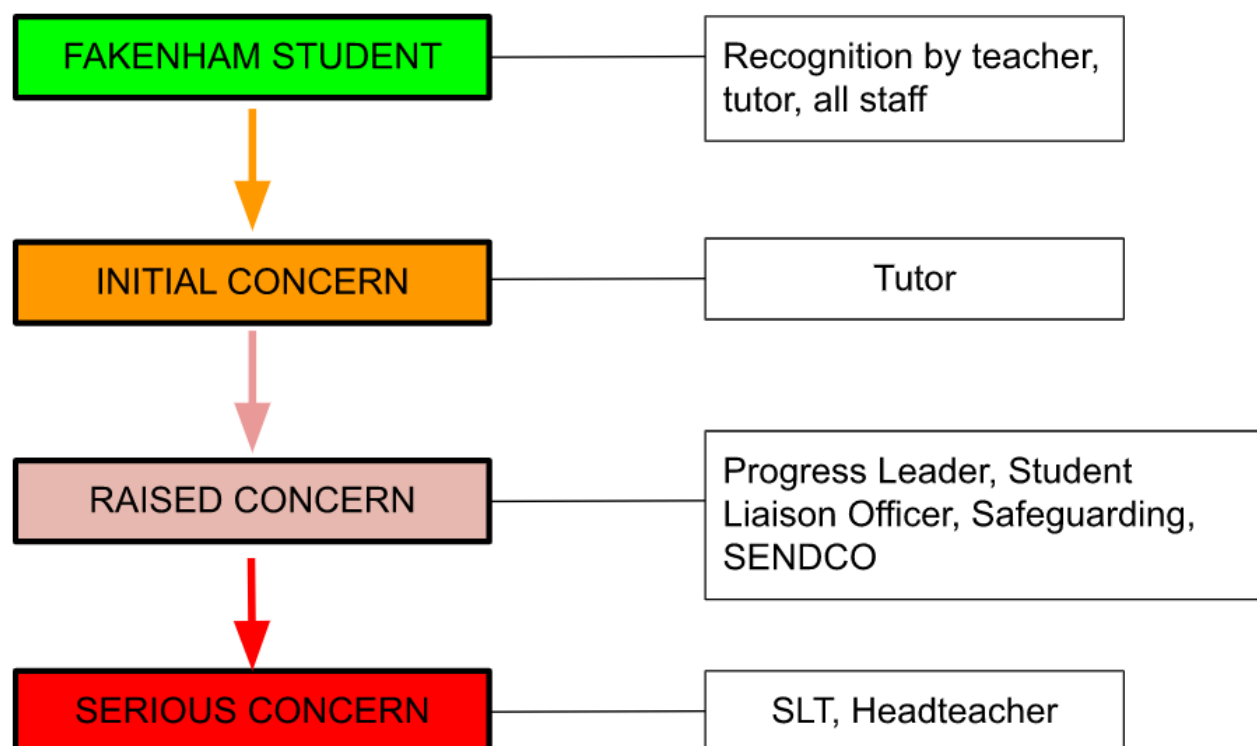
Example: I notice you are talking during the silent Take 5, I need you to start this in silence thank you. I will be around in a moment to check you understand. You are at C1.

Stage	BEHAVIOUR	LOGICAL CONSEQUENCES
C1	All behaviour except serious incident (C4 referral)	→ Inform students of what they are doing, what you need them to do, and that they are at C1. Allow some time to process and get on sensibly.
C2	Not Meeting Expectation	• Time out of room (2 mins max), student to reflect on what needs to happen on re-entry. • Seat move • Discussion following the lesson
	Lack of Work Produced No Homework	• Student goes away and completes work before an agreed deadline to avoid escalation. • Time back in a classroom at break or lunch to finish some work
	Litter	• Pick it up • Conversation about keeping the school environment pleasant.
	Late/Uniform/PE Kit/Gum	• X3 = detention on class charts
	Disruption to Learning	• Seat Move • Time out of the room (2 mins max), <u>student</u> must know what is expected on return. • Discussion following the lesson • Time back at break or lunch • Call/Email home
	No PE Kit	• Call/Email home to check kit availability
	Mobile Phone	• Confiscated until end of day
C3	Persistent Behaviour	→ As above → 15 Minute Lunch Detention (automatic on class charts) → Student to have discussion with teacher
C3 Withdrawn	Continued Disruption of learning or teaching after C3	• On Call email sent (radio reception if PE) • Recorded as C3 Withdrawn on Class Charts • Call/email home to outline concerns (teacher/HOD) • 30 Minute After School Detention (automatic on class charts) • 2X C3 removal in a day will lead to Reflection for rest of day • Reflection sheet completed in the Reflection Room. • 3 removals across a week will lead to Reflection Day.
C4 Referral	Persistent C3's	→ Time in Reflection agreed by SLT.
	Refusal to attend Reflection	→ Fixed Term Exclusion and time in Reflection
	Serious Incident <i>Prejudice behaviour, swearing at staff, physical behaviour, dangerous behaviour, vandalism, truancy.</i>	→ Reflection, Fixed Term Exclusion or Permanent Exclusion

STAFF RESPONSE to STUDENT BEHAVIOUR

Appendix 7: Formal Intervention Process and Graduated Approach

Graduated Stages of Support



STAGE	WHAT is HAPPENING	WHO	Steps
FAKENHAM STUDENT	KINDNESS: kind, helpful and polite. AMBITIOUS: Work towards or beyond their target. Take part in clubs, trips, fixtures, events, leadership opportunities. <u>Where</u> their uniform with pride. DETERMINED: Work hard, will ask for help when needed, will not give up, will try again to improve or get it right.	ALL STAFF	- Praise verbally so the student <u>know</u> what they have done well. - Record on class charts accumulating merits in one of three banks: KINDNESS, AMBITION, DETERMINATION - Students are celebrated through VALUES Assemblies each half term where those who fill a Value Bank, are the most improved, or have the most merits will receive certificates, badges, and trip opportunities.
Initial Concern	→ Late marks → Attendance decreasing → Class charts events increasing → Attitude to Learning scores low on report → Grades have dropped or plateaued on school reports → Learning barrier concern → Worrying behaviour or external concerns around causing a worry around the students safety, health or well being.	Tutor if over several subject areas Class teacher if in single subject area Safeguarding team if safeguarding concern Referral made to SEN if learning barrier <u>concern</u> .	- Discuss with the student to establish a narrative. - Qualify narrative with other staff, parents, data. Use professional judgement. - Agree measurable <u>target</u> and the actions required for success. - Use of report card if will help (suggested) - Communicate actions and plan to relevant people. - Send email to parent using templates. - Record brief summary on class charts notes
Raised Concern	As above but no improvement following tutor intervention. The Progress Leader or Head of Department will agree to escalation with the tutor or teacher. or Serious behaviour event(s).	Progress Leader or Student Support Leader HOD SLO (Attendance) Safeguarding/SEN Key Staff External	- Create a Positive Support Plan agreed with student and key adults involved in students life, based on narrative. - Calendar fortnightly review dates. - Communicate actions to relevant adults. - Add brief summary to class charts notes. <u>Attach plan to students class charts profile</u>. If there is sensitive information, <u>upload plan</u> with key and appropriate information needed. - Review fortnightly and update <u>plan</u> accordingly.
Serious Concern	Not seeing a meaningful improvement after 6 weeks. or Serious incident(s) such as fighting, bullying, alcohol/drugs on site, dangerous behaviour, verbal abuse towards staff.	SLT/External	- Meet with parents and <u>student</u>. - Outline positive and worries from both sides. - Explore further support that isn't in place both in and out of school. <u>Agree suitable</u> time period to gain an improvement. - If no improvement the head teacher will discuss the students suitability at Fakenham Academy.

Key staff should ask questions and consider avenues of support using the list below. Items on the list should be discussed and implemented if appropriate to support student/family in accessing educational opportunities in full. Look through the list and circle any that could be appropriate, then prioritise which should be explored first.

- Parent phone call
- Tutor Report Card with specific focus
- Subject Report
- Attendance/Punctuality Target Card
- Uniform Report
- Parent meeting with child and relevant staff member
- Mediation/Restorative Meeting with students or staff and student.
- Pastoral Report
- Extra Curricular Attendance
- Career appointment
- Positive Behaviour Plan
- FSP, Fastrack, EHAP
- SEN referral
- RAG RATED Timetable
- Positive Behaviour Plan
- External Provision

Stage	Action	Instructions	Suggested measure
Stage 1- Tutor report (2 weeks)	Tutor report	A student can be placed onto tutor report directly from their tutor or as advised from the Progress Leader. The tutor will contact home to make them aware and the <u>parents</u> responsibility while the student is on report- Report email template.docx Students should complete 10 days of tutor report before feedback is provided to the Progress Leader. If successful student will receive a "Passed behaviour report card" positive on <u>classcharts</u> . If unsuccessful student will receive a "Unsuccessful report card" negative on <u>classcharts</u> .	Targets No C3 No C4 Lessons on time No uniform issues Have all equipment Complete all work to a high standard
Stage 2- Pastoral report (4 weeks)	Pastoral worker	Student will move to a pastoral report card where students will report to their pastoral worker every Monday to discuss their weekly targets and to check the report has been signed by parents. The pastoral worker will contact home to make them aware and the <u>parents</u> responsibility while the student is on report- Report email template.docx Students should complete 20 days of tutor report before feedback is provided to the Progress Leader. If successful student will receive a "Passed behaviour report card" positive on <u>classcharts</u> . If unsuccessful student will receive a "Unsuccessful report card" negative on <u>classcharts</u> .	Targets No C3 No C4 Lessons on time No uniform issues Have all equipment Complete all work to a high standard Mentoring Student mentoring
Stage 3- Progress Leader report (4 weeks)	Progress Leader	Student will move to a Progress Leader report card where students will report to their Progress Leader daily to discuss their targets and to check the report has been signed by parents. Students should complete 20 days of tutor report before feedback is provided to the Progress Leader. If successful student will receive a "Passed behaviour report card" positive on <u>classcharts</u> . If unsuccessful student will receive a "Unsuccessful report card" negative on <u>classcharts</u> .	Targets No C3 No C4 Lessons on time No uniform issues Have all equipment Complete all work to a high standard
Stage 4- Initial concern (6 weeks)	Positive behaviour plan- Progress Leader	Student will move to a Positive behaviour plan. Progress Leader will meet with parents and student to discuss what support measures can be put in place to support the student. <u>These supportive measure</u> come in the format of three targets and three considerations. Student and <u>parents</u> views are recorded and a meeting scheduled for the review. The positive behaviour plan should become the student's report to hand into staff.	Referral to SEND department Interventions EP Youth Pastoral check ins Attendance target Referral to Early Help Time out card Pastoral pass

Stage 5- Raised concern (8 weeks)	Positive behaviour plan- SLT Lead	Student will move to a Positive behaviour plan. Progress Leader will meet with parents and student to discuss what support measures can be put in place to support the student. <u>These supportive measure</u> come in the format of three targets and three considerations. Student and <u>parents</u> views are recorded and a meeting scheduled for the review. The positive behaviour plan should become the student's report to hand into staff.	Referral to SEND department Interventions EP Youth Pastoral check ins Attendance target Manage move Alternative provision Referral to Early Help Referral to Point One Inclusion Team School Nurse Educational psychologist <u>Timetable changes</u>
Stage 6- Serious Concern (8 weeks)	Positive behaviour plan- Headteacher	Student will move to a Positive behaviour plan. Progress Leader will meet with parents and student to discuss what support measures can be put in place to support the student. <u>These supportive measure</u> come in the format of three targets and three considerations. Student and <u>parents</u> views are recorded and a meeting scheduled for the review. The positive behaviour plan should become the student's report to hand into staff.	Referral to SEND department Interventions EP Youth Pastoral check ins Attendance target Manage move Alternative provision Bespoke Timetable Firebreak

Appendix 7a: School Exclusion Policy

[Exclusion-Policy-2025-2026.pdf](#)

Appendix 8 - Achievement Milestones

Certificates

100- Merit Award

200- Bronze Award

350- Silver Award

500- Gold Award

600- Platinum Award

750- Diamond Award

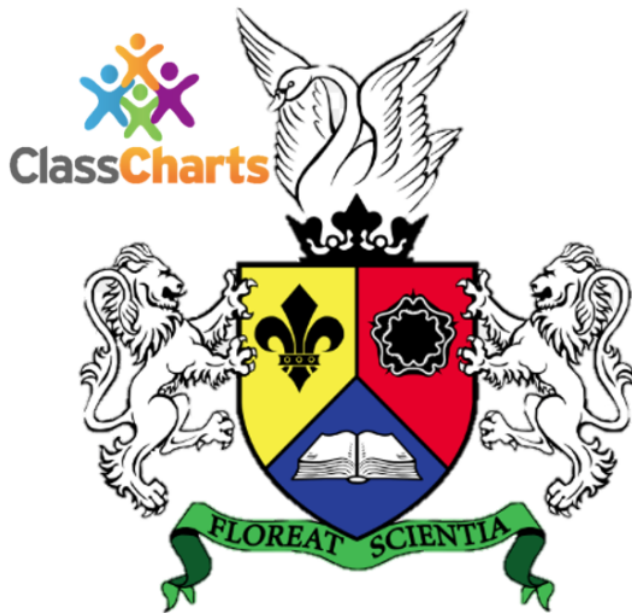


Kind

Ambitious

Determined

Appendix 9 – Reward Store Points



Points	Reward
50	Sticker
100	Canteen Queue Jump
150	Fakenham Academy pencil or ruler
200	Fakenham Academy pencil AND ruler
350	Fakenham Academy key chain
450	Fakenham Academy bag
550	Fakenham Academy pen
650	Fakenham Academy water bottle
750	£5 Amazon Voucher
850	£10 Amazon Voucher
950	£20 Amazon Voucher

Reward Store