

Behaviour Policy

September 2026

Date Approved:	Sept 26	Review Date:	Sept 27	Approved by:	The Trust Board
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1. **Setting the Standard for Outstanding Behaviour**

All staff and pupils at Fareham Academy are fully committed to the Academy ethos which is Resilience, Aspiration and Kindness. Fareham Academy considers all reasonable adjustments when applying the Behaviour Policy.

Principles

At Fareham Academy, we believe positive behaviour is achieved when pupils demonstrate our Ready to Learn Characteristics. These are:

- Arrive to lesson on time with a positive attitude and desire to do well.
- Be fully equipped for the lesson.
- Treat everyone with dignity and respect through actions and words.
- Respect the teacher's right to teach and the other pupil's right to learn.
- Actively participate in the learning and respond appropriately to feedback.

Practice

At Fareham Academy we will ensure; Consistency and fairness are apparent at all times across the school.

- Learning take place in a secure and safe environment.
- Rewards and sanctions are realistic, achievable and consistently applied.
- Expectations are clearly communicated and regularly discussed with pupils.
- Consequences for unacceptable behaviour are explained through dialogue linked to the Ready to Learn characteristics.
- Pupils of concern are identified early and supported through appropriate behaviour programmes.
- Parents/carers are informed and involved when necessary.
- External support agencies are engaged where appropriate to help address behaviour needs.

Expectations

At Fareham Academy, we are committed to maintaining a positive and inclusive learning environment where:

- The working environment is free from bias, discrimination and prejudice.
- All pupils are supported in developing a sense of achievement.
- Everyone's voice is heard, and opinions are respected.
- Staff and pupils are treated with dignity and mutual respect.
- Classrooms are safe, secure, and conducive to learning.
- Pupils are recognised, praised and rewarded for their progress, effort and success.

2. Expectations and Rules

At Fareham Academy, our rules exist to ensure a safe, respectful, and orderly environment where teachers can teach and pupils can learn. We expect all pupils to work hard, behave responsibly, wear the correct uniform with pride, and treat others with dignity and respect. We expect ALL pupils to adhere to our Ready to Learn Characteristics.

Pupil code of conduct

Pupils Must:

- Show respect to all staff and peers at all times.
- Refrain from using offensive or inappropriate language. Swearing at staff will result in a suspension; inappropriate language used more generally may result in detention or supervised learning, with parents/carers informed in all cases.
- Demonstrate the Academy's Ready to Learn characteristics and uphold a respectful and inclusive environment. Any form of bullying—including homophobic, transphobic, biphobic, racist, ableist, or gender-based abuse—will result in serious consequences, including possible suspension.
- Move around the school calmly and sensibly, keeping to the left in corridors and entering classrooms quietly. All one-way systems in place must be respected and adhered to.
- Never engage in fighting or physical aggression.
- Attend regularly and be punctual at all times.
- Respect Academy property and use the school network and IT systems responsibly.
- Uniform must be worn correctly and with pride from the moment they leave home until the moment they return home. (Please see the section on Uniform for more information)
- Pupils should behave correctly outside of the Academy. They should never bring the Academy into disrepute.
- Pupils should work to the best of their ability at all times.
- Smoking and vaping on the school site or being in possession of cigarettes/E-cigarettes or other smoking paraphernalia could lead to suspension or a risk of permanent exclusion.
- Pupils will be suspended if they use legal highs on the school site.

Mobile Phones, Smart Watches and other Personal devices:

Fareham Academy is a mobile phone free environment and pupils are encouraged not to bring their mobile phones, smart watches and other personal electronic devices (e.g. headphones) to school. However, personal lockers are provided to secure these items in school. Mobile phones, smart watches and other personal electronic devices are classified as **prohibited for use during the school day** (8:30am–2:40pm). All such devices must be **switched off** on arrival and securely stored in the pupil's allocated locker within their Tutor base. Each pupil will be issued with a key to ensure their belongings can be stored safely.

Any use of these devices during the school day will be treated as possession or use of a prohibited item and managed in line with the Academy's behaviour policy. The Academy recognises that, in exceptional circumstances, a pupil may require access to a mobile phone during the school day for medical or safeguarding reasons. Any such exemption must be agreed in advance with the Academy and supported by appropriate evidence where required. Where an exemption is granted, a clear plan will be put in place outlining the permitted use, supervision arrangements, and any conditions attached to ensure the safety and wellbeing of the pupil and others.

Misuse will result in confiscation:

- **1st offence:** Item(s) will be confiscated and held securely in the Pastoral Hub; parent/carer will be contacted and required to collect the device from Reception.
- **Repeat offences:** Item(s) will be confiscated and held securely. Parents/carers informed; pupil will be banned from bringing a device into school moving forwards and they will be subjected to random searches.
- Devices can only be collected by listed parents/carers from reception between 2:30pm–4:00pm.
- Refusal to hand over the phone/device will result in a suspension.

For further guidance on Mobile Phones – please see our Mobile Phone policy.

Academy rules concerning drugs

- The possession, use or distribution of illegal drugs, alcohol, tobacco, vapes or harmful substances is strictly prohibited on the Academy premises, during journeys to and from school or while on Academy trips.
- Any pupil found in the possession of or using illegal drugs will face serious sanctions such as suspension or likely a permanent exclusion. Alcohol tobacco and solvents will also result in serious sanctions, including suspension, particularly where pupil safety or wellbeing is at risk.
- Pupils requiring prescribed or over-the counter medication must store it at Pupil Support Services or at the main Academy Office. A consent form must be completed by parents/carers, including clear instructions for dosage and times for medical administration.

Uniform

The uniform rules should be strictly applied by all staff. To make this effective the uniform should be smart, simple and very clearly explained to staff, pupils and parents/carers. Pupils are expected to wear the full Academy uniform and to be clean and tidy at all times. Garments should be of an appropriate size. Blazers, jumpers and ties are available to be purchased from the Academy.

Uniform:

- Plain white shirt (long or short sleeve) and Academy tie with a minimum of six stripes
- Academy black "V" necked jumper with blue inlay (optional)
- Academy black blazer

- Black trousers – no cord, denim or leggings. Trouser style yoga pants are accepted.
- Grey, black or white socks
- Plain black entirely leather or leather effect shoes are to be worn. No boots, sports trainers or canvas shoes are allowed.
- School jumper does not have to be worn at all times, however; blazer must be worn everyday

Summer Uniform:

In the summer term only – students can wear the optional summer polo, instead of the shirt tie and blazer. If pupils choose to wear the summer polo, no other jumper or blazer can be worn.

PE Kit:

- Polo shirt: Navy blue Academy PE shirt with the school Logo must be worn.
- Bottoms: Plain navy blue or black shorts (no cycling shorts), sports leggings or tracksuit bottoms.
- Footwear: Trainers are required for PE. Football boots for ALL pupils are compulsory.
- Protective gear: It is recommended that pupils wear personally designed mouthguards for rugby and hockey. Parents are advised to purchase shin pads for rugby and football for Health and safety.
- NO other sportswear is permitted.

Outer wear:

Outdoor coats can be worn on top of the Academy jumper and blazer but must be removed when in the building. Pupils can keep them in lockers or carry them to lessons.

Cycling helmets are mandatory for pupils cycling to school.

Hair:

Hair styles must not be extreme or follow excessive fashion trends. No outrageous or unusual colours are permitted. Shaved heads are not acceptable. Pupils can be placed in supervision if these standards are not upheld.

Jewellery and Make-up:

In general, we believe that the wearing of jewellery is not in keeping with a formal Academy uniform. Items of jewellery can be a safety hazard and security is difficult in the Academy environment. For these reasons' pupils may only wear:

- A watch (not a smart watch)
- A single chain with religious symbol (hidden from view).
- A single stud or pair of studs in the ear lobe.

Please note that no other jewellery will be allowed.

- Pupils are permitted to wear discreet make up and clear or natural coloured nail varnish. Nail extensions are not permitted, nails should be of a natural length and colour. The Academy reserves the right to judge makeup to be excessive.

- Pupils who do not meet our uniform expectations after being given a suitable period to make necessary adjustments will be placed in Supervision until the corrections have been made.

3. Rewards

Pupils get rewarded in the Academy with positive points on Talaxy. Teachers also reward within their subject areas based on effort and academic excellence. Pupils are awarded points for their achievements in line with our ethos of Resilience, Aspiration and Kindness. At Fareham Academy we also communicate pupil achievements with parents through phone calls, emails and post cards. Through the use of our social media platforms we share pupil successes with our wider school community.

Pupils who secure key milestones on Talaxy receive further recognition in assemblies for their endeavours. We recognise the importance of rewarding pupils who consistently go above and beyond expectation. Heads of Year celebrate these successes in rewards assemblies as well as through the Academy rewards events which take place termly.

The ways in which pupils are rewarded are outlined in section 5.

4. Attendance

Fareham Academy is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all. We will endeavour to provide an environment where all pupils feel valued and welcome. For a child to reach their full educational achievement a high level of Academy attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance. Academy attendance is subject to various Education laws and the Academy's Attendance Policy is written to reflect these laws and the guidance produced by the Department for Education.

Lateness

At Fareham Academy the expectation is that all pupils arrive at their tutor room to be registered by 8:30am. Pupils arriving after that time will be asked to register at the late gate and will be marked as late (L). Any pupils arriving after 9am should sign in at main reception and will be marked as unauthorised (U) unless they have an acceptable reason communicated to the attendance team by parents.

Pupils who arrive late after 8.30 and before 9am will receive a 15 minute after school detention (ideally) on the same day. Those pupils who arrive after 9am will be marked as unauthorised and receive a 30-minute detention on the same day.

- Pupils late to school without acceptable reasons as deemed by the school will be placed in a Late detention on that day. This will be held for 15 minutes at the end of the Academy day.
- Three accumulated late marks recorded by classroom teachers will also trigger a 90-minute detention at the end of the Academy day.
- Year 11 to be advised that punctuality and attendance will directly impact on whether they are given the privilege to attend the Prom.

Pupils are expected to arrive to their lessons on time. If a pupil is late to their lesson within the first 5 minutes, they will be recorded as Late (L) and the class teacher will sanction this accordingly. Should a pupil arrive late beyond the first 5 minutes of the lesson without a reasonable explanation, then the pupil will be recorded as Late (L) but also, they will be deemed not ready to learn, and they will be taken to our Ready to Learn Room. The Teacher will also log a 30-minute detention for lateness to lesson.

5. Achievement recognition and Behaviour Interventions

Achievements

We recognise the importance of rewarding our pupils and endeavour to formally recognise the achievements of all our pupils. Pupils receive positive points on Talaxy. We also recognise the importance of formally acknowledging the consistent and sustained endeavours of our pupils through a tiered approach to rewards.

Achievement tiers

Please note these are not an exhaustive list of positive actions

	Staff	Positive Action	Talaxy points
Tier 5	Senior Leadership Team Positives	Headteachers award for excellence SLT commendation	+ 10 Headteacher positives + 5 SLT positives
Tier 4	Head of Key Stage positives	Head of Key Stage recognition for sustained excellent work towards our school values – Resilience, Aspiration, Kindness. Awards could consist of: ➤ Certificates ➤ Vouchers ➤ Invites to rewards events ➤ Social media recognition ➤ Talaxy milestones achieved Head of Key Stage recognition for consistent excellent endeavours outside of school	+ 4 positives
Tier 3	Head of Year positives	Head of Year recognition of continued work towards school values – Resilience, Aspiration and Kindness. Awards could consist of:	+3 positives

		➤ Certificates ➤ Vouchers ➤ Invites to rewards events ➤ Social media recognition ➤ Talaxy milestones achieved Head of Year recognition of excellent endeavours outside of school	
Tier 2	Head of Department positives	Communication with parents Recognition in assemblies Post cards home for consistent excellent endeavours in a subject Invite to subject based rewards	+ 2 positives
Tier 1	Department Positives	Communication with parents Postcards home Stickers/stamps Verbal praise Positive comments in exercise books Recognition in assemblies	+1 positive

Behaviours

We expect all pupils to follow the Academy's rules and code of conduct, while recognising individual needs. We understand that pupils may not always get it right, which is why we operate a Chance, then Consequence system. This approach encourages reflection, supports positive behaviour change, and reinforces our Ready to Learn Characteristics and school values.

Everyday	<u>Chance:</u> Pupils will be alerted to the concern and given an opportunity to make a positive choice to ensure they are meeting our Ready to Learn Characteristics. Staff will remind pupils of the behaviour they are expecting to see and ask them to comply. <u>Consequence:</u> Should pupil not meet our Ready to Learn Characteristics after a chance then action will be taken. Possible actions may include: • The pupil will receive a negative mark on Talaxy. • Class teacher detention (15 minutes). • The Teacher will complete a restorative conversation with pupil at the earliest and most appropriate time to do so. This might include a discussion over a change of seats moving forward. If the pupil continues to disrupt or interrupt the learning environment, then the staff member will contact <u>Ready to Learn support</u> – whereby the pupil will be taken to another learning environment, and given time to regulate and reflect. • The teacher will contact home to discuss with parents/carers.
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	• The teacher will set a 30-minute detention. • The teacher may invite parents/carers into school to discuss concerns. To support the pupil in being successful in future lessons class teachers will review Talaxy information to ensure the pupils individual needs are being met (SEND, golden thread). Teachers will also review lesson resources to ensure they are suitable for all the pupils needs.
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Behaviour Sanctions for Persistent Disruptive Behaviour Behaviour Sanction Escalation Table

	Staff	Sanction	Potential Support Strategies	Talaxy Points
Tier 1	Class Teacher	Teacher detention (15 or 30 minutes)	Restorative conversation with teacher Parental phone call Seating Plan change Talaxy check for DS/SEND/LAC information including golden threads Liaise with Tutor to enact Tutor report.	-1pt behaviour points
Tier 2	Middle Leaders: Head of Department or Heads of Year	Middle leader detention (60 mins) Planned removal to another class for a short period of time.	Talaxy strategy review Tutor Report Parental meeting Department report (signed by subject teacher and Head of Department – 2 weeks minimum) or HOY report. Observe positive behaviour in other subjects Subject intervention sessions SENDCo consultation (where appropriate) Gateway referral - respite programme (KS3) PSP (Personal Support Plan) Referral to GEM (Guidance for Emotional wellbeing and Mental Health) programme (SSS) Inter-Agency referral (IARF) Reparatory booklets Referral to external agency	-3 behaviour points

			Managed move (guidelines updated 2024) Reduced Timetable (as appropriate) Offsite Directed Provision Reparatory booklets Gateway referral – intervention programme (KS3) 1:1 support session Referral to external agency Referral to the Key education centre – outreach work or behaviour intervention Reduced timetable (if appropriate) Tutoring Offsite Directed Provision	
Tier 3	Senior Leadership Team	Senior Leadership Detentions (90 mins) Supervision Suspension Permanent Exclusion	Senior Leadership Team report Parental meeting Serious Behaviour meeting Offsite Directed Provision GDC - (Trustees Disciplinary Panel)	-5 behaviour points

Detentions

Staff may issue detentions as a proportionate response to poor behaviour. Pupils are expected to attend all detentions set. Where a genuine reason is provided by parents/carers, the detention may be rearranged at the Academy's discretion.

In line with DfE guidance, schools are not required to give advance notice to parents/carers before issuing a detention, including detentions outside normal school hours. However, the Academy will aim to inform parents/carers where reasonably practicable.

When issuing a detention, staff will act reasonably and consider:

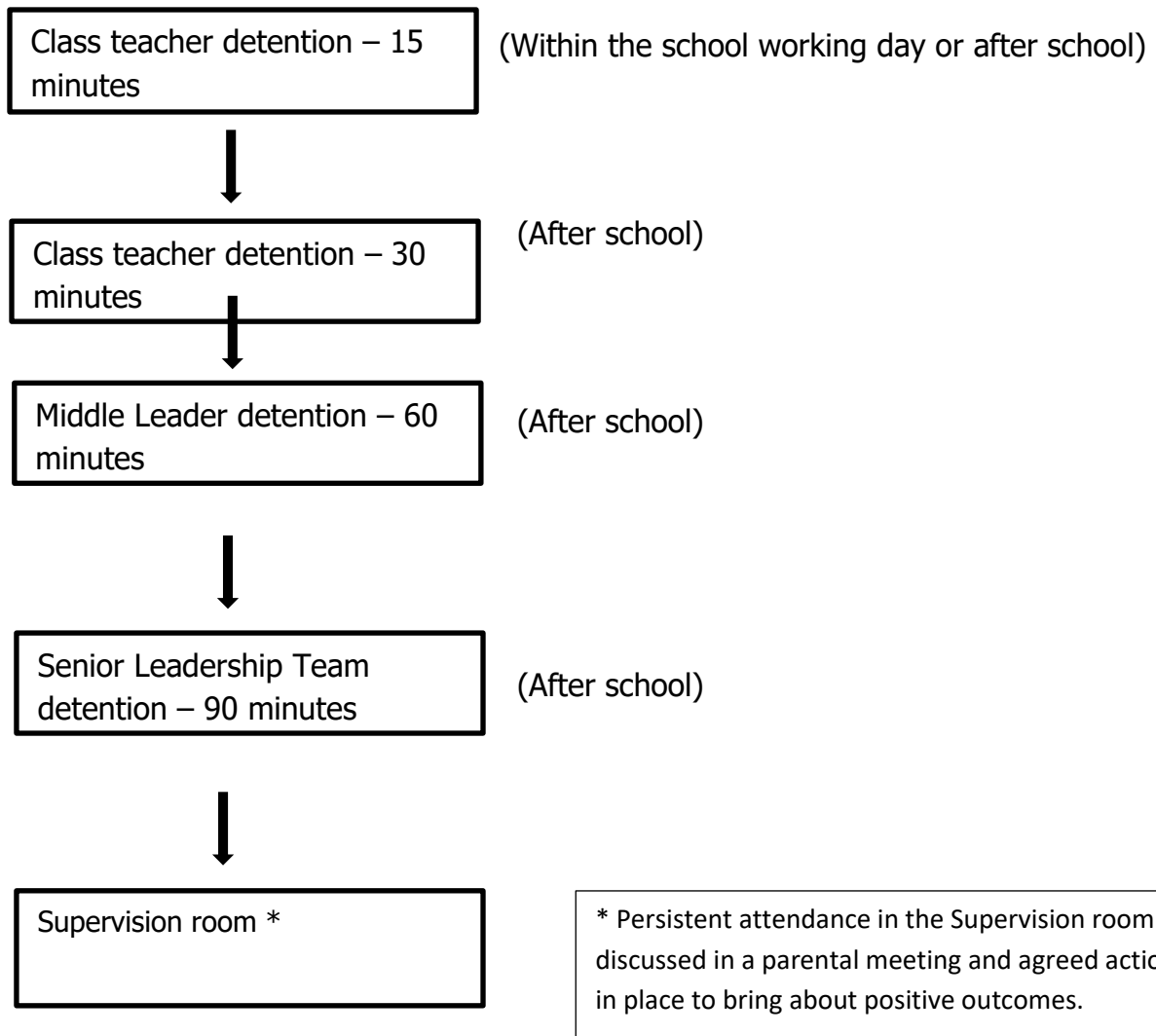
- the safety and wellbeing of the pupil, including any safeguarding concerns;
- the pupil's age, individual needs, and any SEND;
- any travel arrangements, particularly for detentions taking place after the school day.

Detentions will be proportionate and may range in duration depending on the nature and frequency of the behaviour. The Academy uses Talaxy as its primary platform for communicating detentions to parents/carers. Additional reminders may be provided via email, and pupils will also be informed directly by their Tutor and/or class teachers.

Late Detentions may be issued where pupils arrive late to school or lessons. These may take place (ideally) on the same day. For every three lessons that are marked as 'late' Talaxy will also trigger a 30-minute after-school detention, which is also subject to escalation if not attended.

Failure to attend a detention without reasonable justification will result in escalation of consequences. Persistent non-attendance may lead to further sanctions, including supervised provision and/or a meeting with parents/carers to ensure expectations are understood and followed.

Detention flow chart



Uniform and Equipment

The Academy has high expectation of pupils' uniform and equipment. All Pupils are expected to arrive fully prepared each day with the following basic items:

- Pen
- Pencil
- Ruler
- Academy issued Pupil Handbook
- School bag
- PE kit when needed

Tutors will conduct daily equipment checks. A negative behaviour point will be recorded on Talaxy for pupils who are not properly equipped. Pupils who do not have the correct

equipment should inform their Tutor, who will ensure they are supported for the day. Where there are ongoing issues, the Tutor, Head of Year or Pastoral Support Leaders will contact home to discuss and further support or intervene.

- For every five equipment logs, pupils will receive a 30-minute detention after school.

Ready to Learn (RTL) Room.

When a pupil is not meeting the Academy's Ready to Learn characteristics, they may be referred to the Ready to Learn (RTL) Room by a designated RTL support staff member.

The RTL Room is not a punishment, but a space for pupils to reflect on their behaviour with the support of a Pastoral Support Leader. The aim is to help pupils reset, take responsibility, and return to lessons ready to learn and succeed. Pupils remain in the RTL Room until they are able to demonstrate the expected behaviours. During this time, they are expected to work independently and uphold the Ready to Learn characteristics. Where additional support is needed, the Pastoral Support Leader will provide guidance, which may include the completion of reparatory work booklets. A sanction will still be issued by the class teacher, Head of Department, Head of Year/Key Stage, or a member of SLT, depending on the nature of the incident.

If a pupil fails to meet expectations while in the RTL room, further action may be taken, Including:

- Placement in Supervision
- A suspension from the Academy.

Supervision room

The Supervision Room is a high-level sanction used to address serious or repeated behaviour concerns. It provides a structured and supervised environment for pupils to reflect, reset, and demonstrate the Ready to Learn characteristics through independent work.

Pupils may find themselves referred to Supervision for

- Reintegration following a suspension.*
- Persistent placement in Ready to Learn Room.
- Sanction following behaviour investigation(s).
- Failure to attend detentions.
- Failure to meet expectations when on SLT report.

*Pupils returning from suspension may be placed in the Supervision Room as part of their reintegration. This process supports a successful return to learning and reinforces behaviour expectations. At the Academy's discretion, parents/carers may be required to attend to support their child in demonstrating appropriate behaviours.

Offsite Directed Provision

The Headteacher may direct a registered pupil to attend provision at another setting, off the school site, where this is judged to be in the pupil's best interests. This will be used as

a preventative measure to support the pupil's behaviour and engagement, with the aim of avoiding suspension or permanent exclusion and securing suitable full-time education.

The decision to direct off-site will follow a clear assessment of the pupil's needs and circumstances. The Academy will inform and involve parents/carers and, where appropriate, the pupil, before the placement begins. A written plan will be put in place which sets out:

- the reasons for the placement and intended outcomes;
- the nature of the provision and how it will meet the pupil's needs;
- the start date and expected duration of the placement, which will be time-limited; and
- arrangements for reintegration or next steps (which may include consideration of a managed move where applicable or appropriate).

Parental consent is not required for an off-site direction; however, the school will work constructively with parents/carers and seek to secure their engagement throughout.

Where the pupil has an Education, Health and Care (EHC) plan, the school will notify the Local Authority in writing of the placement and ensure the provision is consistent with the pupil's plan.

The school retains responsibility for the pupil's education, safeguarding, and outcomes at all times. The pupil will remain on roll at the Academy. The Headteacher will ensure that the off-site provision is suitable, safe, and appropriately monitored.

The placement will be kept under regular review. Review meetings will be held at intervals, taking into account the individual circumstances of the pupil, and parents/carers will be invited to attend.

At each review, the Headteacher (or delegated leader) will consider:

- the pupil's progress and engagement;
- whether the placement continues to be in the pupil's best interests; and
- whether the arrangement should continue, be amended, or end.

A written record will be kept of all reviews, including decisions made, agreed actions, and arrangements for future review points.

Managed Moves

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the Headteacher or his delegating authority will discuss this with the parents of the pupil and the Local Authority if the pupil has an EHC plan – managed moves

will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the next school. The Academy will ensure that detailed records are maintained regarding any decision to initiate a managed move. The Academy will also participate in information sharing with the new school to ensure an effective integration strategy.

Suspensions and Permanent Exclusion

The Academy may use suspension or permanent exclusion in response to serious breaches, or persistent breaches, of the Behaviour Policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Only the Headteacher (or acting Headteacher) has the authority to suspend or permanently exclude a pupil.

Parental Duty During Suspension

For the first 5 school days of any suspension, parents/carers must ensure that the pupil is not present in a public place during normal school hours without reasonable justification. Failure to comply may result in a penalty notice or prosecution.

Decision-Making Process

Before making a decision, the Headteacher will:

- consider all available evidence, including witness accounts;
- allow the pupil to give their version of events;
- take account of the pupil's age, needs, and any SEND or vulnerabilities;
- consider whether the incident may have been influenced by factors such as bullying, safeguarding issues, or discrimination;
- consider reasonable adjustments for pupils with disabilities.

Suspensions (Fixed Period Exclusions)

A pupil may be suspended for one or more fixed periods, **up to a maximum of 45 school days in a single academic year.**

The Academy will:

- notify parents without delay, and confirm the suspension in writing;
- set and mark suitable work for the first 5 school days via the google classroom platform;
- arrange full-time alternative provision from the 6th school day (if the suspension is 6 days or longer).

Parents will then be contacted by the Head of year, SLT or Pastoral Support Leader to communicate the decision. The Academy will make several attempts to reach the parent if they are unable to make contact on the first call. Messages will be left and in some cases it may be deemed necessary to also communicate via email. A letter is sent home via first-class post. Suspension details and supporting evidence are placed on the pupil's file. For all

fixed period exclusions (suspensions) and permanent exclusions (until the decision of a Trustees has been communicated to parent(s), work will be set and marked by the Academy in all cases. The responsibility for this rests with the pupil's teachers.

Reintegration following Suspension

Following a fixed-term suspension:

- A Reintegration Meeting is held with the pupil, parent/carer, Head of Year, and/or SLT (before the pupil returns).
- Discuss targets and conditions for return, alongside expectations and next steps.

Repeated Suspensions:

Where a pattern of suspension emerges, the Academy will:

- Review the effectiveness of support strategies, and consider whether additional interventions or alternative provisions are appropriate
- Trigger a Behaviour Threshold Meeting with the Headteacher to discuss the pupil behaviour, all strategies tried and form a plan for next steps
- Consider whether a directed offsite provision or managed move might be appropriate
- Consider, in exceptional circumstances, permanent exclusion might be appropriate

Governance and Review of Suspensions

Suspensions of 5 Days or Fewer (in a term)

- The Trustee board must consider representations from parents but cannot overturn the suspension.
- Any consideration should take place within a reasonable timeframe.

Suspensions of 6–15 Days (in a term)

- The governing board must meet within 50 school days, if requested by parents.
- The board may uphold or direct reinstatement.

Suspensions Totalling More Than 15 Days (in a term)

- The governing board must meet within 15 school days, regardless of parental request.
- The board may uphold or direct reinstatement.
- A written record will be kept of all decisions.

Permanent exclusions

Only the Headteacher of the Academy has the authority to issue a permanent exclusion. If the Headteacher is absent, a fixed-term suspension may be issued as an interim measure. In exceptional cases, a permanent exclusion may be applied without prior suspensions, depending on the severity of the incident.

Permanent exclusion will only be used in a response to a serious one-off incident or breach, or where there is persistent disruption despite support.

Grounds for Permanent exclusion may include:

- Persistent breaches of the Academy's behaviour policy.
- Serious or threatened violence against another pupil, staff member or adult.
- Sexual abuse or assault.
- Supplying or possessing illegal drug(s).
- Possession of a weapon (or any item used in a threatening way that could cause harm). Carrying a knife of any kind.
- Serious bullying (including online), including identity theft or significant emotional harm to pupils or staff.
- Making a false allegation to or about a member of staff.
- Extremist or radicalised behaviour that endangers others or brings the Academy into disrepute.
- Behaviour that poses a significant safeguarding risk.

The parent(s) will be informed without delay in writing by the Headteacher, including the reasons and rights of appeal against the decision to exclude permanently. The Local Authority and Trustee board will also be notified without delay. The parent(s) will be advised that he/she may, (if they wish) have someone of his/her choice to accompany and assist him/her at the appeal meeting. Appeals should be made in writing to the Chair of the Trustees via the Clerk to Trustees, within 10 Academy days of notification of the exclusion.

Following a permanent exclusion, the Trustee board must meet within 15 school days of being notified to review the Headteacher's decision. A minimum of 3 trustees will constitute the committee convened for the purpose of considering appeals, against permanent exclusions. The Chair of Trustees may be a member of this committee provided they have not been involved in any prior discussions concerning the pupil or the incident. There is no restriction on trustees who have served on a fixed period exclusion panel serving on any subsequent exclusion panel for the same pupil. Parents/carers and the pupil will be invited to attend the meeting and may be accompanied by a representative or supporter. The Trustees will make the final decision after consideration of the evidence and may either uphold the exclusion or direct reinstatement of the pupil. The final decision will be provided via the Clerk to Trustees in writing to the parent(s) and posted within 5 Academy days after the meeting. If the Trustees uphold the decision, parents have the right to request an Independent Review Panel (IRP) within 15 school days of being notified of the outcome. The IRP will review the case and has the power to uphold the exclusion, recommend that the governing board reconsiders its decision, or quash the decision and direct the governing board to reconsider.

Missing a public examination

If a fixed term external exclusion would result in a pupil missing a public examination, the Headteacher will review this decision. In the event of the Headteacher deciding it is not appropriate for a pupil to take an examination; this will be referred to the Trustee board. The panel should attempt to meet before the examination. If, exceptionally, it is not practical for the panel to meet before the examination is due to be taken, the Chair of the Trustees has the discretion to allow the pupil on site to take the examination.

6. Behaviour Monitoring Systems, Responsibilities and Procedures

Pupil behaviour is a shared responsibility and a top priority for all staff at the Academy. For the behaviour system to be effective and sustainable, consistent application and clear communication are essential. The following outlines the core communication expectations required to support the Academy's behaviour system.

All staff responsibilities

- Consistently apply the behaviour policy at all times.
- Promptly record all significant pupil incidents, both positive and negative on the Academy's Management Information System (Talaxy).
- Tutors and Period 5 Teachers should remind pupils of daily detentions, to reinforce pupil accountability.
- Attend all timetabled duties punctually. If absent, staff must arrange cover in advance with another colleague.
- Be on time to lessons and ensure they are delivered effectively and in line with Academy expectations.
- To monitor pupils on report, providing feedback and supporting progress.
- To use Tutor time to monitor behaviour, uniform and equipment, deliver the tutor time programme and check communication from home via the Pupil Handbook.
- To review pupil data regularly, identifying patterns such as repeated lateness, missing homework, or poor behaviour and take appropriate action.

Senior Leadership Team (SLT)

- To fulfil all timetabled duties and actively support the smooth day-to-day running of the Academy. This includes:
 - Responding to and supporting the Ready to Learn System, which assists staff in managing behaviour in lessons.
 - Contributing to the effective operation of the Supervision room where required.
- SLT and the Pastoral team will ensure that teachers are notified of pupils absent due to suspension, so that appropriate work is set and learning is maintained during their time away from the classroom.

Other Behaviour Monitoring Systems

Some pupils require constant monitoring in order to help them change their behaviour. This can take several forms:

- Daily reports from MIS or Talaxy data
- Regular support provided by specialist units within the Academy (such as ELSA – Emotional Literacy Support)

- Regular meetings between the pupil and their Head of Department, Head of Year, Head of Key Stage or SLT

7. The Intervention Process

The Intervention Process is designed to support pupils in aligning their behaviour with the Academy's expectations. It serves several important purposes:

- To help pupils develop the behaviour and self-discipline necessary to reach their full academic potential.
- To ensure pupils understand and respect the rules of the Academy, developing as responsible and respectful citizens.
- To protect the learning environment of others by reducing disruption caused by poor behaviour.
- To implement and track targeted support strategies and where necessary, to provide evidence that a pupil may require further adaptations such as an alternative provision.

This process involves structured, graduated interventions beyond routine classroom and tutor monitoring, which is tailored to the specific needs and behaviours of the pupil.

Intervention

Department Report:

A pupil may be placed on subject report if there is a cause for concern with their behaviour and effort in a particular subject.

Tutor Report:

A pupil may be placed on tutor report if there is a cause for concern with their behaviour and effort across a range of subjects.

Punctuality report:

A pupil may be placed on punctuality report if there are concerns over the time they are arriving to school and/ or lessons.

Positive Report:

A pupil may be placed on positive report to support them in recognising their strengths and abilities with a view to improving the way they access their learning.

Head of Year Report:

A pupil may be placed on Head of Year report if the pupil does not fulfil the expected criteria or standards from a subject or tutor report.

Motivation Report:

A pupil may be placed on motivation report to encourage improved effort and attitude to learning in subjects.

Senior Leadership Report:

A pupil may be placed on senior leadership report if the pupil does not fulfil the expected criteria or standards from a Head of Year report. Pupils may be placed on either Head of Year report or senior leadership report following Supervised Learning or fixed term exclusion to monitor behaviour and progress.

Guidelines for the use of Daily Reports:

The daily report system is a short-term intervention designed to monitor and support improvements in a pupil's behaviour, effort or academic engagement. To ensure consistency and impact, the following procedure must be followed.

- Head of Years should be consulted before a pupil is placed on report.
- Reports should normally be issued by the lead member of staff (e.g. teacher, tutor, Head of Year or senior leadership member)
- An e-mail should be sent to staff at the beginning of the report process. This should explain the reason(s) for the report and the overall results of the report process.
- The member of staff issuing the report must fill in the appropriate details on the report each day. It must be clear why the pupil is on report.
- Parents are to be contacted prior to the pupil commencing the report so they understand the purpose and the targets being set. Parents to be made aware of the terms of the report – rewards / sanctions and daily expectations (signing the card).
- Reports should be time-limited, typically for a two-week period and relate to specific areas of concern: e.g. home learning, concentration, behaviour, effort etc.
- The pupil is responsible for presenting the report to each teacher at the start of every lesson.
- Ongoing communication with parents should take place during the reporting process. At the end of the cycle, parents are to be consulted as to the next steps.

HOD Intervention:

- HOD should call in parents/carers for any pupil where they have reason to be concerned.
- HOD are responsible for developing strategies which will ensure that pupil support is effectively managed by teachers in the classroom.
- HOD should be consistent when checking the daily incident report for their subject from their team.
- HOD are responsible for holding Intervention meetings for pupils that are subject related.

Student Support Services

Student Support Services (SSS) is a dedicated provision to offer targeted support for pupils. Pupils may be referred to SSS for individual lessons, defined periods of the school day, lunchtimes, or after-school sessions. Access to SSS is arranged following a consultation with the Head of inclusive services, HOY or SLT link. The SSS team helps to co-ordinate and monitor our Guidance for Emotional Mentoring (GEM) program as well as supporting pupils that require tailored educational pathways due to ongoing needs or concerns.

8. Anti-Bullying

Introduction

At Fareham Academy, we are committed to providing a safe and inclusive environment where every pupil can thrive. Bullying of any kind is unacceptable. We believe that all members of our school community have the right to learn, work and socialise free from fear, distress or intimidation.

Aligned with our Equality & Diversity Policy, we promote respect for individual differences and actively educate pupils about diversity, discrimination, and prejudice through our Personal Development Learning (PDL) curriculum, RAK (Random Acts of Kindness) Days, assemblies, and wider school initiatives. The academy will react firmly and promptly to cases of bullying.

What is bullying?

Bullying is repeated intimidation intentionally carried out by a more powerful person or group in order to cause physical and/or emotional hurt.

Bullying is behaviour which:

- Is intentional and designed to hurt, threaten or intimidate.
- Occurs repeatedly over time .
- Involves a power imbalance.
- It can also include prejudice-based behaviours (e.g. racist, sexist, homophobic, biphobic or transphobic or related to any other protected characteristic).

Examples of bullying include:

- Physical aggression: hitting, pushing, kicking.
- Verbal abuse: name-calling, taunting, threats.
- Social exclusion: spreading rumours, isolating others, ganging up, making jokes to make someone look 'small', refusing to co-operate with someone.
- Cyberbullying: sending hurtful messages online or via devices.
- Damage or theft of personal property, hiding equipment or other possessions and demanding money or possessions.

Fareham Academy's Approach to Preventing Bullying:

Pupil involvement:

- Access to the FAST reporting system (found on the school website) – providing a safe online form to share concerns or experiences to be addressed by staff in school.
- Regular PDL (personal development learning) and RSE (Relationships and Sex Education and Health Education) lessons in line with up to date guidance from the Keeping Children Safe in Education document and the Review of Sexual Abuse in School and Colleges (June, 2021).

- Assemblies and RAK activities promoting Kindness, diversity and healthy relationships alongside community values.
- Displays of appropriate work

Raising awareness in Staff, Parents and Trustees through:

- Analysis of bullying data to identify trends and intervene accordingly. This may include both pro-active and re-active measures.
- Ongoing staff training and updates through pastoral briefings.
- Tutor meetings led by Heads of Year/DSLs and structured awareness programmes.
- Communication to parents/carers and engagement through social media.

Recognising the signs.

Someone who is being bullied may:

- Be reluctant or fearful to attend school, or may have repeated lateness.
- Show physical injuries, have damaged possessions or have possessions' go missing'.
- Become withdrawn, anxious, or display mood changes.
- Experience a decline in academic performance.
- become withdrawn or start stammering
- Show changes with eating (lose appetite/ start overeating) or with their sleeping patterns.

While these signs can relate to other concerns, they should never be ignored.

Guidance for parents/carers:

If you suspect your child is being bullied:

- Listen calmly and reassure them.
- Encourage them to talk and share the details.
- Note any patterns of when and where bullying takes place.
- Contact the Tutor or Head of Year to discuss the problem promptly.
- Work collaboratively with the Academy for support.

Guidance for staff:

All staff have a duty to address bullying. When bullying is suspected or observed:

- Staff will reassure and listen to the pupil.
- Take appropriate action and record the incident, referring it to the HOY and DSLs.

Heads of Year will:

- Provide support for affected pupils.
- Investigate and speak to all parties involved.
- Inform and involve parents/carers as appropriate.
- Apply necessary sanctions and/or educational interventions.
- Involve police if appropriate and/or needed, and inform the Local Authority if required.

Advice for pupils:

If you are being bullied:

- Speak to a trusted adult, teacher or friend.
- Stay in safe areas and avoid being alone if you feel vulnerable.
- Don't retaliate, but be assertive and walk away quickly and confidently.
- be proud of who you are
- remember 'see something, say something'.
- Use the FAST reporting system.

Appendix 1: Actions to be Taken by the Academy

A ZERO TOLERANCE WILL BE ADOPTED IN ANY CASE OF BULLYING

"The prime rule which underlines all others is that Fareham Academy pupils are expected to act at all times in a sensitive, responsible manner, showing kindness, consideration, honesty and respect for others, their dignity and also their property."

- All cases of bullying will be taken seriously.
- Teachers must take seriously any accusation of bullying and listen to what they are being told.
- The 'bully' may be interviewed before the victim so that there can be no accusation of 'telling tales'
- Staff are encouraged to focus on the behaviour as the key issue to be dealt with
- Parents are involved at an early stage. Staff are sensitive to the fact that parents are often very distressed to learn their child is a bully/being bullied
- Follow the Behaviour Policy with regard to sanctions for the bully
- Follow the Behaviour Policy with regard to sanctions for those who do nothing to prevent or intervene when they see bullying
- In cases where bullying is a one-off, the perpetrator will receive appropriate guidance to help them not to bully in the future, and which will include consideration of the consequences of any future incident.
- Where it is found that a pupil has been involved in bullying on a previous occasion yet has chosen to ignore the initial guidance given by the academy, the range of sanctions outlined in the Behaviour Policy will be brought into force.
 - Head of Year/Senior Leader detentions
 - Internal Exclusion
 - fixed term exclusion
 - meeting with the Trustee' Behaviour Panel
 - Managed Move initiated
 - Final written warning from the Headteacher to parents
- In cases where all avenues have been explored, including close liaison with parents, and, where appropriate, outside agencies. Permanent exclusion may have to be considered.