



Fulbrook Behaviour & Relationships Policy

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1. The Why

It is a key aim of our school that every member of the Fulbrook community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on positive relationships, mutual trust and respect for all.

We want our students to **Aim High**, **Work Hard** and **Be Kind** in every lesson, at every social time, and within the local community. This is accompanied by an expectation to have **No Excuses** for any behaviour choices.

This is underpinned by our six school values: Aspiration, Perseverance, Compassion, Responsibility, Respect and Trust.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment and a culture that is **calm, safe, supportive and free from disruption**.

We want all students to learn and to make positive choices, as the norm. EVERY student deserves disruption-free learning, EVERY lesson. This is more likely to be achieved when routines are predictable and expectations are high.

“If we establish that we expect high standards and reinforce them continually with tight routines in lessons characterised by rigour, depth, drive and a clear sense of purpose, that is what we get. If we establish that we will insist on polite, respectful interactions, listening to whoever is speaking and acting in a supportive, mature fashion, then students will learn the boundaries and respond.

*Conversely, if we establish that, despite our intentions, in reality we'll let things go, accept mediocrity, sloppy writing, half-finished work and allow lessons to drift without addressing the behaviour issues, then that is what we get. If we establish that calling out, 'low-level disruption' and rudeness will go under-challenged or only weakly addressed, these become embedded behaviours all too easily.” Tom Sherrington, *The Power of Expectations*, 2018*

In short, **if we let them off, we let them down...**

This behaviour policy should be read in conjunction with our:

- Safeguarding Policy
- Suspension and Permanent Exclusion Policy
- Behaviour Expectations
- Uniform Guide

2. Aims, Legislation and Statutory Requirements

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards, restorative approaches** and **consequences**.

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Behaviour Blueprint: 'The Fulbrook Way'

Behaviour Blueprint

"The Fulbrook Way"

Learn

Experience

Achieve

Expectations

Aim High

Work Hard

Be Kind

No Excuses

Values

Aspiration



Perseverance



Compassion



Responsibility



Respect



Trust



4. Fulbrook Expectations

Students are expected to aim high, work hard and be kind – no excuses, in and beyond lessons. The below expectations are linked to these as well as our six school values.

Expectations					
Aim High		Work Hard		Be Kind	
Values					
Aspiration		Perseverance		Compassion	Trust
At Fulbrook we...					
<ul style="list-style-type: none"> ✓ Arrive on time ✓ Wear the correct uniform ✓ Have the correct equipment ✓ Follow instructions ✓ Have a 'can do' attitude 	<ul style="list-style-type: none"> ✓ Begin tasks straight away ✓ Show resilience ✓ Ask for help ✓ Stay on task and avoid distractions ✓ Have a desire to learn and improve 	<ul style="list-style-type: none"> ✓ Treat everyone respectfully ✓ Listen to others ✓ Demonstrate good manners ✓ Respect the school environment ✓ Have no physical contact 	<ul style="list-style-type: none"> ✓ Build positive relationships ✓ Own our behaviour ✓ Accept consequences ✓ Are honest ✓ Follow the 'Fulbrook Way' 		

5. At Fulbrook we...

- ✓ Arrive on time
- ✓ Wear the correct uniform
- ✓ Have the correct equipment
- ✓ Follow instructions
- ✓ Treat everyone respectfully
- ✓ Own our behaviour

These expectations are displayed on the door of every classroom (Appendix 1) as a reminder for students as they enter the room. Our teachers meet and greet students at the door of every lesson. The poster is accompanied by a message explaining: if the door is closed, they are late. They are expected to enter the lesson quietly, get out their equipment and not distract the learning of others.

6. Classroom Achievement/Behaviour/Consequences (see Appendix 2)

The Fulbrook Stamp System

Pupils receive a stamp at the end of each lesson for successfully meeting our expectations. In addition, credits are awarded and contribute varying numbers of points depending on which ones are issued. Staff can issue credits for a variety of different reasons, including but not limited to: meeting expectations; demonstrating our school values; participating in extra-curricular activities and completing outstanding pieces of work.

Rewards

We praise and reward children for good behaviour, in a variety of ways, including:

- Credits awarded on Arbor for meeting expectations in a lesson and for our demonstrating our school values
- Verbal praise
- Text messages to parents/carers
- Bronze/Silver/Gold/Platinum credit certificates
- Termly award raffles
- Head Teacher Commendations
- Certificates of Excellence
- End of Term / Year rewards, including Learning Champion certificates and prizes, based on consistently meeting expectations in lessons
- A *Celebration Evening* is held to recognise, for example, those children who have made excellent progress in a particular subject area.

Consequences

Consequences are applied when a student chooses not to meet our expectations. Students receive codes instead of stamps if the expectations are not met. These are coded as follows:

Code	Code Type	Reasoning	Consequence	Points
E	Equipment	Not having correct equipment – stationery, PE kit, FT ingredients etc.		1
P	Punctuality/ Late	Late to school or lessons		1
U	Uniform	Breach of uniform policy		1
M	Mobile Phone	Mobile phone seen or heard	Phone confiscated 30 minutes after school detention	2
L1	Behaviour	2 nd verbal warning		1
L2	Behaviour	3 rd verbal warning/sent to reset, persistent disruption, unkind behaviour, physical misbehaviour, out of bounds, lack of work, inappropriate language.	30 minutes after school detention	2
L3	Behaviour	Theft, misuse of technology, rudeness, leaving lesson without permission, defiance	30 minutes after school detention	3
L4	Behaviour	Failure to attend 30 minute after school detention, persistent failure to check in on report, verbal/threatening behaviour, damage to property, truancy	1 hour after school detention	4
L5	Behaviour	Serious incidents. Persistent breach of school behaviour policy.	Int/Ex suspension considered	5

Reset (internal suspension)

Reasons for attending Reset could include failure to attend an after-school detention, or not meeting behaviour expectations during detention; truanting from lessons; physically aggressive behaviour and other serious breaches of our behaviour policy. Students can also be sent to Reset during a lesson. Students will receive a first verbal warning. A second verbal warning (L2, with time outside the classroom to reset) may then be given. After a third verbal warning, staff have the option to send a pupil to Reset. This can also be recorded on Arbor as 'persistent disruption'.

Educated Offsite

The school will seek to avoid suspension and keep students in education wherever possible. This may be achieved by directing a student to spend a period of time at another school. The location and length of these placements can vary and may involve a specific intervention aimed at educating and preventing repetition of similar behaviour, which would likely lead to suspension. These placements will not impact on the student's attendance figure and are at registered schools.

Please note that this is not an exhaustive list. Parents/carers will be informed of any after-school detention with 24 hours' notice. This is not to seek consent from the parent or carer, but to allow for arrangements to be made for the student to be collected or to get home safely. Parents/carers will also be informed if their child has attended a period of reset. Students will need to meet our behaviour expectations during reset. If not, suspension will be considered.

7. Serious unacceptable behaviour (L5), which is not tolerated at Fulbrook

Peer-on-peer sexual abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Up skirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress, or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual violence

- This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

- This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting; physical behaviour like interfering with clothes, or online harassment such as sexting.

Any form of bullying (see definitions of bullying at point 11)

Discriminatory behaviour which could include racist, sexist, homophobic or transphobic behaviour

Physical behaviour or assault, including fighting

Possession of any prohibited items.

These include: knives, bladed items or weapons, alcohol, illegal drugs, energy drinks, stolen items, vapes, tobacco and cigarette papers, fireworks, pornographic images, or any article a staff member suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student themselves).

Other unacceptable behaviours include:

Repeated breaches of the school rules, extremist views, vandalism, theft, smoking, vaping, swearing at others, threatening behaviour, coercive behaviour, continuous refusal to follow instructions, or any behaviour that brings the school's reputation into disrepute. This is whether or not a student is wearing Fulbrook school uniform at the time.

8. Suspension and Permanent Exclusions

We do not wish to suspend any child from school, but sometimes this may be necessary for serious incidents or a serious breach of the school expectations. *Please refer to the list of serious unacceptable behaviours in section 6.*

Deciding whether to suspend or exclude

Only the Head Teacher, or acting Head Teacher (this may be a member of the senior leadership team), can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Head Teacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Head Teacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
Consider whether the pupil has special educational needs (SEN)^[1]
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

^[1] In the case of a student having SEND, the Head Teacher will always refer to sections 53-56 in [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#) – particularly: ‘The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary consequences imposed.’

Please see the school’s Suspension and Permanent Exclusion Policy for more detail.

9. Additional Notes on Behaviour Management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Use Fulbrook expectations as a basis for their classroom management
- Display and refer to the classroom expectations
- Create and maintain a stimulating environment that encourages students to be engaged
- Develop positive relationships, following the *Fulbrook Fundamentals* (a set of expectations on staff to promote positive working relationships and to create the best environment for learning)

9.2 Positive Handling

Staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves
- Hurting others
- Damaging property

Incidents of positive handling 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 on Arbor and reported to parents
- Only be used when absolutely necessary, in line with policy and the Department of Education’s guidance.

9.3 Confiscation of mobile technology

Any items, including phones and smart watches, that are visible when they should not be, or used during the school day, will be confiscated. The student will be issued with a 30-minute after school detention.

These items will be returned to pupils at the end of the school day. Further consequences (including the need to hand in items at the beginning of the school day) will be considered for repeat occurrences.

9.4 Student Support and Reasonable Adjustment

Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for students with SEN, which will include any support in relation to behaviour management that they need because of their SEN.'

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England, September 2022.

The school's special educational needs co-ordinator will evaluate a student, who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met.

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

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

Students on the SEND register, who are in need of a sanction due to not meeting expectations, will have reasonable adjustments applied.

A Behaviour Support Plan (BSP) may be written for any individual student, if deemed appropriate.

9.5 Equalities

The school is aware that some pupils with SEND or particular needs may have greater difficulty than others in meeting the school's expectations. Reasonable adjustments will always be considered in these cases and staff can ask any member of the senior leadership team and/or the SENCO for further advice. Behaviour data is analysed on a half-termly basis with issues of equality carefully scrutinised.

9.6 Off-site behaviour

Consequences may be applied where a student has misbehaved off-site. This might be when representing the school, such as on a school trip or on the bus; on the way to or from school; before or after school, within the local community.

This also applies to online behaviour and actions which may bring the school into disrepute.

9.7 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will respond to the student's behaviour in accordance with this policy.

Please refer to our safeguarding policy and/or the statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

10. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time - '*STOP: Several Times On Purpose*' can be one way to define bullying.
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please note: Bullying is an example of serious unacceptable behaviour, which is not tolerated at Fulbrook.

11. Restorative approaches

The school employs a restorative practice approach to behaviour management, to uphold the school rules, and to ensure a safe and positive learning environment.

This approach to behaviour management is where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors. A restorative approach is about giving everyone a voice.

This approach is an integral part of working with each other in our community. Restorative conversations are used at the most appropriate times, including:

- During or at the end of lessons
- During detentions
- During internal suspension
- Following a period of suspension
- In specific meetings, to restore relationships

Please refer to Appendix 4 for more information on restorative approaches to behaviour management.

12. Roles and responsibilities

12.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

12.2 The Head Teacher and Senior Leadership Team

The Head Teacher, with the assistance of members of the Senior Leadership Team, is responsible for reviewing and approving this behaviour policy.

The Head Teacher and Senior Leadership Team will ensure that the school environment encourages positive behaviour and staff deal effectively with poor behaviour. They will monitor how staff implement this policy, to ensure rewards and consequences are applied consistently.

12.3 Staff

Staff are responsible for:

- Setting the tone and context for positive behaviour within their classroom and around school
- Implementing the behaviour policy consistently
- Modelling positive behaviour and Fulbrook's values
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents on the Arbor Behaviour Log
- Providing suitable work for students issued with an internal suspension or external suspension

In addition, the Senior Leadership Team, the extended pastoral team and staff 'on call' will support others in responding to behaviour incidents.

12.4 Students

Students are expected to:

- Demonstrate a positive attitude towards their learning
- Meet our school's expectations
- Treat all members of the Fulbrook community and visitors with respect
- Look after our premises and resources
- Accept support (as well as any necessary consequences), to modify their behaviour and make good choices

12.5 Parents/Carers

Parents and carers are expected to:

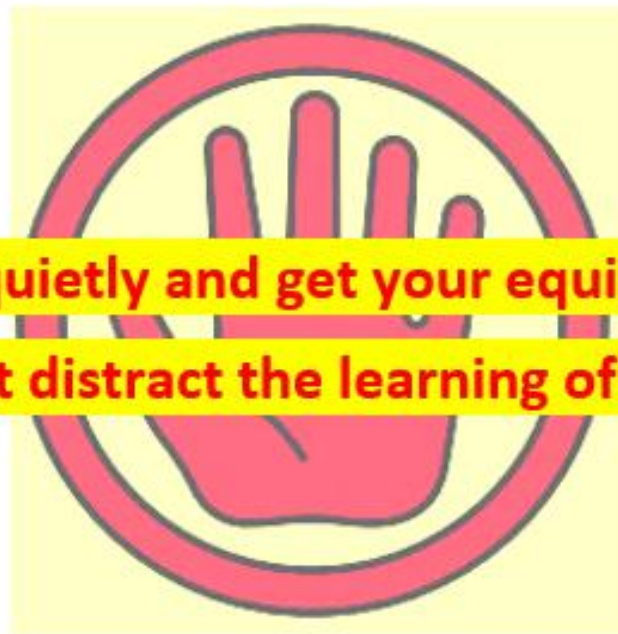
- Support their child in meeting the school's expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff promptly
- Support and work with the school where consequences have been issued

Appendix 1: At Fulbrook, we...

At Fulbrook we...

- ✓ Arrive on time
- ✓ Wear the correct uniform
- ✓ Have the correct equipment
- ✓ Follow instructions
- ✓ Treat everyone respectfully
- ✓ Own our behaviour

Is the door shut? You're late!



Come in quietly and get your equipment out

Do not distract the learning of others

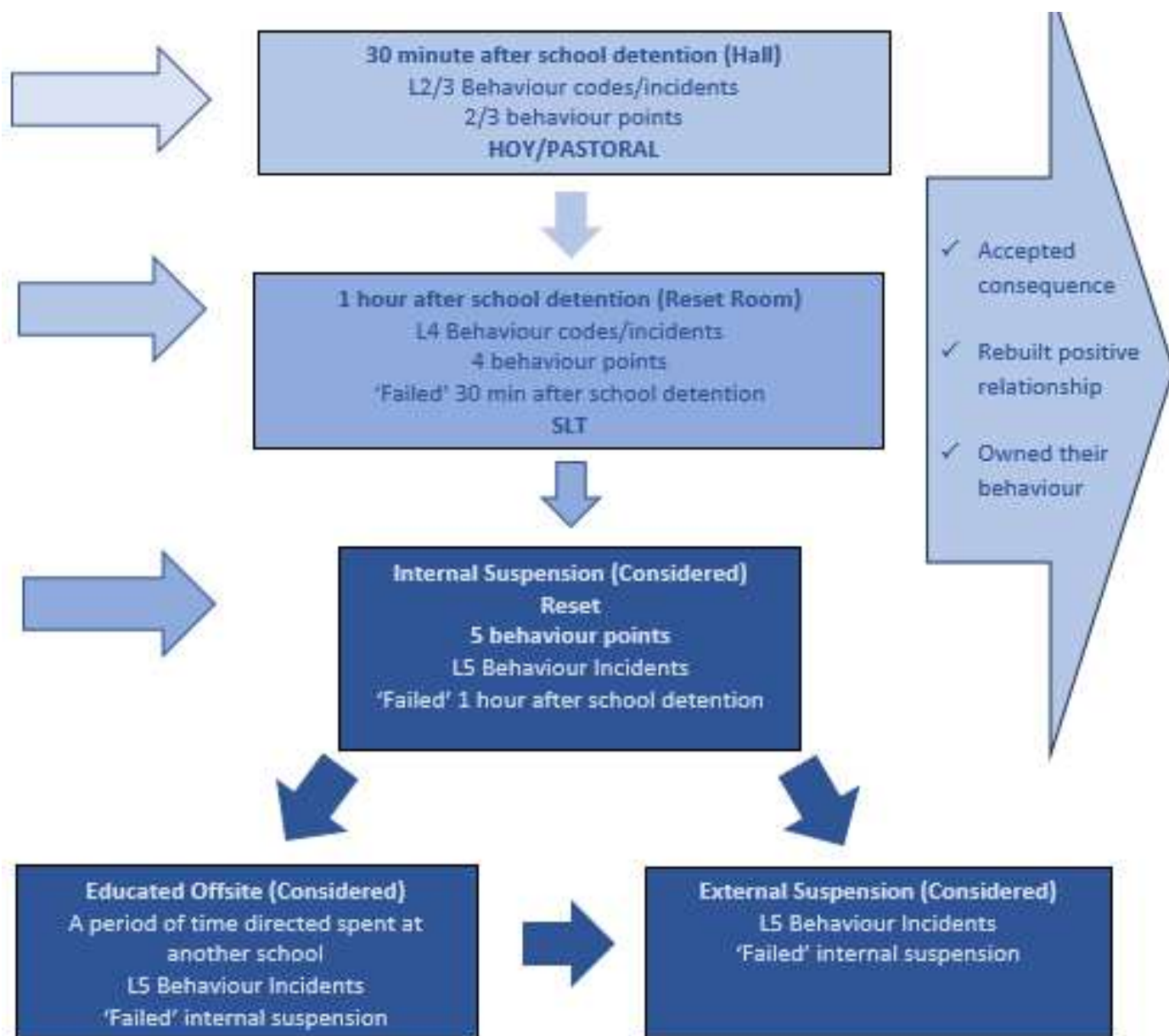
Appendix 2 – Classroom Achievement/Behaviour/Consequences

Achievement	Reasoning	Points Value
Credit(s)	Meeting expectations or linked to school values	1+
Head Teachers Commendation	Demonstrating our values Exceptional work	5
Bronze/Silver/Gold/ Platinum certificates	Achieving 50/100/150/200 credits '250 club'	
Termly award raffles	Credits based	

Code	Code Type	Reasoning	Consequence	Points
E	Equipment	Not having correct equipment – stationery, PE kit, FT ingredients etc.		1
P	Punctuality/ Late	Late to school or lessons		1
U	Uniform	Breach of uniform policy		1
M	Mobile Phone	Mobile phone seen or heard	Phone confiscated 30 minutes after school detention	2
L1	Behaviour	2 nd verbal warning		1
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L3	Behaviour	Theft, misuse of technology, rudeness, leaving lesson without permission, defiance	30 minutes after school detention	3
L4	Behaviour	Failure to attend 30 <u>minute</u> after school detention, persistent failure to check in on report, verbal/threatening behaviour, damage to property, truancy	1 hour after school detention	4
L5	Behaviour	Serious incidents. Persistent breach of school behaviour policy.	Int/Ex suspension considered	5

Reports	Points	Actions/Consequences
Form Tutor	5-9	Form tutor check in start of day
Pastoral	10-19 (or after 2 weeks on Form Tutor)	Break/lunch/end of day check in
HOY	20+ (or after 2 weeks on Pastoral)	Break/lunch/end of day check in
SLT	Recommended by Pastoral/HOY/SLT (or after 2 weeks on HOY)	Break/lunch/end of day check in

Appendix 3 - Behaviour & Consequence Flow Chart



'Failed' defined as failure to attend detention or not meeting expectations whilst in detention/internal suspension.

Reports	Behaviour Points	Actions/Consequences
Form Tutor	5-9	Form tutor check in start of day
Pastoral	10-19 (or after 2 weeks on Form Tutor)	Break/lunch/end of day check in
HOY	20+ (or after 2 weeks on Pastoral)	Break/lunch/end of day check in
SLT	Recommended by Pastoral/HOY/SLT (or after 2 weeks on HOY)	Break/lunch/end of day check in

Appendix 4 – Restorative Practice

What is Restorative Practice?

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It is a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community. This practice can resolve difficulties and repair harm where there has been conflict. It is a way of being with people, to work with and alongside others to create sustainable change.

What are the benefits of Restorative Approaches in Schools?

Implementation of Restorative Approaches has been proven to have benefits at multiple levels in schools. On a practical level, Restorative Approaches provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. The benefits of improved conflict resolution in schools lead to reduced disruption of teaching and learning, improved relationships and a calmer school environment.

How Does Restorative Practice Work in Reality?

In addition to the conflict resolution benefits, Restorative Approaches have been shown to develop people's social and emotional competencies, such as increased empathy, improved self-discipline, and more responsible decision-making. These benefits contribute to pupils' personal, social, and moral development.

Fulbrook's restorative approach acknowledges that conflicts and behaviours happen. Rather than seeking to blame and dispense punishment, restorative approaches repair harm by finding acceptable ways to move forward for all parties concerned. This helps avoid conflicts by investing time in developing, maintaining and repairing relationships, allowing pupils and staff to **Aim High, Work Hard, Be Kind, No Excuses**.

When things go wrong – the responsive, rather than reactive approach to almost all so called 'discipline issues' tend to stem from, or result in, inter personal conflicts, which leave two or more people feeling angry, hurt, resentful, anxious or even afraid.

When in conflict people need:

- A chance to tell their story.
- A chance to express their feelings.
- To understand how the situation happened.
- To understand how it can be avoided next time.
- To feel understood by the others involved.
- An acknowledgement of the harm caused, if not an apology.
- To find a way to move on.

Proportionate consequences will be issued as necessary. However, overly punitive responses:

- Can cause resentment rather than reflection.
- Are rarely considered fair.
- Do not repair relationships.
- Leave wrongdoers feeling bad about themselves, leading to further alienation.
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

There are a range of restorative approaches that staff and other adults at Fulbrook use.

The school may use one or more of the following measures in response to unacceptable behaviour:

- Holding a restorative meeting with the pupil and people that have been affected
- Referring the pupil to a senior member of staff

- Emails, letters, or phone calls home to parents
- Agreeing a behaviour support plan
- Placing a pupil 'on report'

During a restorative conversation or meeting, pupils will be asked to reflect on the following:

- What happened? (What happened from your perspective?)
- What were you thinking when ...? (Thoughts influence actions)
- How were you feeling when ...? (Emotions influence actions)
- Who has been affected by...? (Empathy)
- What do you need now so that we can move on? (Needs and unmet needs)
- How can we address everyone's needs together? (Collective responsibility for problem solving and decision making)

Pupils may be internally suspended during the school day for significant disruptive behaviour or serious breach of school expectations; they will be expected to complete the same work as they would in class, wherever possible.

If suspension is considered to be the most appropriate sanction, there will still be the opportunity to restore relationships when the student returns, through restorative meetings and/or during the reintegration meeting.

