

Principles of the Policy

Behaviour & Rewards Policy

All Policies refer to the application of the Fulham Cross Academy Vision statement which is:

Fulham Cross Academy Trust is driven by a passion for seeing the young people who arrive through our doors succeed. We are committed to providing a high-quality, forward-thinking education for our students, equipping them with the tools to flourish beyond our walls.

We aim to instil compassion, empathy and respect in all our students, fostering a love for learning. At the end of their Fulham Cross journey, students will be confident and creative individuals with an unshakeable sense of self-worth who have gained the confidence and skills to reach their full potential in life.

We are an open, diverse and inclusive community where all students reach the heights of aspiration by nurturing self-confidence and belief and becoming global citizens.

Person Responsible	Deputy Headteacher i/c Behaviour
Review Frequency	Annually
Policy First Issued	September 2022
Last Reviewed/Updated	November 2024
Does this policy need to be ratified by Governors?	Yes
Ratified by Governors on	November 2024
This policy is communicated by the following means.	Google Drive/Website

Principles of the Policy

At Fulham Cross Academy, we are committed to high standards and expectations of all our students. These standards are necessary for our students to be sufficiently prepared for the challenges the world will present them beyond their time with us. We recognise that our students have a wide range of experiences and backgrounds when they join the Academy. Still, they should all be supported to have the highest academic achievement and personal aspirations to reach their full potential and contribute positively to their communities.

We always seek to ensure that the approaches taken at Fulham Cross Academy to achieve these high standards of behaviour for learning are underpinned by the most recent research into what best works for young people and staff. We primarily seek to teach, model and recognise students for demonstrating behaviours that will support their growth and development for the future. Behaviour policies that focus only on sanctions do not work in the long term. Although consequences form an essential part of the tools at our disposal to support behavioural change, we must also address whatever is at the root cause of poor behaviour for learning. We also understand that recognising behaviour that models what we want to see in our students is vital and must be done consistently and visibly.

To this end, our policy is informed by writers, academics, teachers and researchers who focus on strategies that can be used in schools and classrooms to modify student behaviour and create a positive environment that promotes excellent behaviour for learning. However, we also draw on work produced in the fields of psychology, counselling, justice and coaching to ensure that our policy both provides staff and students with tools to recognise positive behaviours and deal with poor behaviour in the moment, but also to understand what causes this behaviour and how to begin unpicking it in a way that can affect long term change.

Our policy provides staff with a range of strategies to address behaviour that is not conducive to learning but at every step; also builds in opportunities for restorative conversations, coaching, mentoring and support so that students understand we are unswervingly committed to their success and wellbeing. This approach helps us build a trusting community that concentrates not on surface appearances but on real and lasting change. For our behaviour policy to be successfully implemented, all staff must be proactive and understand that maintaining expectations and promoting excellence are our responsibilities.



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1. A consistent approach to behaviour management

1.1 Consistency and coherence at a whole-school level are paramount. However, universal 'one size fits all' approaches are unlikely to effect genuine change with individual students who display challenging behaviour. We train staff to adopt targeted approaches to meet the needs of all students at Fulham Cross Academy.

1.2 Strong school leadership is the bedrock of an effective approach to managing behaviour; school leaders must be able to model and champion our approach. This involves being conscious of their biases, the impact of their mood on the school community and the importance of building strong relationships with all stakeholders.

1.3 We know that behaviour needs to be modelled and expectations constantly reinforced. We seek to do this predominantly through regular, consistent and fair recognition of students striving to be their best. We ensure that messages about expectations are calmly and clearly delivered by all staff in the classroom, tutor groups, assemblies and in more casual conversations. We focus most of our attention on those students doing the right thing. We do not believe in shouting. This is based on the theory that aggression gets met with aggression. We seek to manage down situations through calm, considered dialogue.

1.4 Fulham Cross Academy believes that positive behaviour for learning needs to be explicitly taught. We will revisit the fundamental principles that allow students to regularly reach their potential in assemblies, tutor time, lessons, and the character curriculum delivered twice weekly in tutor time and staff CPD sessions.

1.5 Positive behaviour is inextricably linked to a high-quality, broad, balanced curriculum delivered engagingly and tailored to different students' needs. Excellent teaching and learning are planned and delivered consistently, reducing the potential for unhealthy conflict.

1.6 The character curriculum is a structured program designed to foster students' personal, social, and moral development. It aims to equip learners with essential life skills, values, and attitudes to navigate challenges and contribute positively to society.

Through focused sessions, students explore resilience, empathy, teamwork, integrity, and responsible decision-making themes. Activities include discussions, role-playing, reflective exercises, and real-life scenario analysis, ensuring the curriculum is engaging and relevant.

This curriculum supports students' holistic development by embedding character education into the school experience, preparing them to be confident, ethical, and compassionate individuals.



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1.7 Clear and transparent rules supported by a positive recognition system and a hierarchy of consequences will help students reflect on their behaviour and learn from mistakes. Being very clear about why we have the rules/expectations we do is essential and builds trust.

2. ‘The FCA Way’

We believe that positive behaviour management, with an unremitting focus on the behaviour we do want to see rather than that which we don’t, is the most effective way of ensuring our school has a “can do” atmosphere that encourages students to get on board with our approach. The FCA Way is how we do things as an organisation, including staff, students and other stakeholders. We know that all human beings seek community and a sense of belonging, and we endeavour to provide this for those who are part of or have been part of Fulham Cross Academy. Our “way” includes but is not limited to:

- I have high standards of conduct and promote excellent progress. I always seek to understand and supportively modify behaviours that don’t meet our expectations.
- Supporting each other to be better every day.
- Being polite and courteous to members of the academy community and those beyond our walls.
- We must remain aware that everything we do as members of the community communicates a message to others and be conscious of the message we as individuals are communicating.
- Going beyond awareness of our legal obligations under the Equalities Act to ensure that we celebrate the diversity of our school community at every opportunity and value every individual within it. Racism, homophobia, transphobia, misogyny, ableism and ageism are not tolerated within the academy. We seek to continually educate our community on what this means in practice.

Student expectations

- Be prepared to learn with the appropriate positive attitude
- Always wear the correct academy uniform
- Be fully equipped for all lessons, including subject equipment, planner and reading book
- Complete all classwork and homework to a high standard
- Follow all teacher instructions the first time
- Attend school every day, be punctual for school and lessons
- Always be in the correct area, supervised by an adult
- Speak to an adult at an appropriate time if you have a problem
- Speak politely and respectfully to every adult and student at all times
- No physical contact with anyone for any reason
- Walk on the left, moving around the school building
- Take care of your environment; do not litter or damage school property
- Cross roads safely at the traffic crossing when the 'Green Man' is showing
- No bullying or harassment of any form
- Follow all rules and routines
- Walk calmly and purposefully at all times

Staff expectations

- Have high standards of behaviour and academic work in the classroom and around the academy
- Speak politely and respectfully to every adult and student
- Reward positive behaviour at every opportunity
- Use the behaviour policy to ensure consistency across all classrooms
- Follow all school policies
- Be visible and present around school, particularly during transition times
- Attend school every day, be punctual for school, lessons and duties
- Communicate with parents as needed and at opportune moments

Parent expectations

- Support the school in encouraging your child to behave appropriately in and outside of school
- Ensure your child attends school punctually, dressed appropriately with the correct equipment
- Check that your child's homework is completed to a high standard every evening
- Use the planner to communicate with staff where necessary
- Attend parents' events to support your child
- Actively support the academy's behaviour policy, including any sanctions
- Establish and maintain good relationships with staff at the academy
- Contact staff/the school to arrange meetings if needed
- Speak politely and respectfully to every adult and student

3. Recognition

3.1 Students will be recognised for consistently following the expectations. Rewards relate specifically to behaviour, not to attainment. Rewarding attainment is also recommended but kept separate from the rewarding of behaviour. Behaviour improves if we reward good behaviour. The ratio of three positives to any one negative should apply. Rewards may include:

Daily	Weekly	Longer-Term
Verbal praise	Celebration/certificates in HoY assemblies	Reward trips every half-term
Merits	Positive calls, emails or letters home	End-of-term prizes/STEAM awards
Positive postcards	Star of the week	Certificates in end-of-term pastoral assemblies for achievement and attendance Achievement badges for effort and progress Reading awards Golden ticket (for five postcards) entered into a raffle
	STAR of the week for each Year group	100% Challenge Club - For students who have 100% attendance, 100% No demerits and 100 IP completion
	Early lunch pass for each Year Group	90% and 95% Attendance club
	Attendance reward for 97%+ or most improved selected randomly each Friday	The Year Group challenge
STEM Passports	Praise letters	Additional activities in school



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Rewards need to be differentiated so that, for example, pupils with emotional and behavioural difficulties who may be on the SEND Plan, may need to be rewarded more regularly or in a way appropriate to their needs.

Rewards should be allocated for students who demonstrate positive learning behaviours such as:

- Offering a view or perspective to the class
- Taking a risk with their learning
- Positive contributions to classroom discussion
- Responding positively to feedback or guidance
- A significant improvement in work ethic, output or outcome
- Leaning in to wider reading, research and independent learning

This list is not exhaustive and it will change and flow throughout the year as we respond to the needs of individual students, classes, year groups and whole school agendas. The principle will remain that we outline, encourage and recognise a positive learning environment where errors are embraced as an integral part of progress.

4. STEM characteristics

Through our STEAM characteristics, we seek to exemplify further what 'The FCA Way' looks like for students. The Assistant Headteacher responsible for Personal Development ensures that students are educated about what these characteristics mean and how they can work on developing them. They also organise systems so that students are regularly and consistently recognised for demonstrating aspects of these characteristics. The STEAM characteristics are

- Self Belief
- Thoughtful and Team Orientated
- Emotionally Aware
- Academically Ambitious
- Motivated and Well Mannered

5. Classroom Management

5.1 Teachers receive ongoing training to understand and manage that they can only control one person in the room: themselves. Teachers must be conscious that their mood is central to driving the overall atmosphere and purpose in the classroom. They should remain positive, mobile, enthusiastic and calm, although we recognise that everybody is human and will occasionally make errors.



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5.2 Many issues of poor behaviour can be initially addressed through modified, high-quality planning, excellent subject knowledge and engaging, meaningful activities that are carefully designed to ensure progress for all students. Students deserve to understand why they are doing what they are doing, and it is important to make our intentions explicit.

5.3 We have an obligation to ensure that all students can access learning in lessons, and teachers must take into account the very different needs and previous experiences they bring with them each day. Our behaviour approach is not separate from our approach to teaching and learning and SEND provision. They are all based on recent research, cognitive science and neurolinguistics. Teachers must ensure they understand the needs of the students in their classes and use resources such as Provision Map to assist with providing appropriate opportunities for progress.

5.4 Teachers may have tailored routines depending on subject needs, but all lessons will include the following techniques developed in the Teaching and Learning Playbook:

- A calm and orderly entrance to the room
- A carefully considered seating plan
- A Do Now task for students to begin immediately
- Learning based on the FCA Learning Sequence using “I do, We do, You do” as a structure
- The use of a countdown from 5-1 to gain silence in the room, narrating the positive/target behaviours throughout
- Appropriate questioning routines, seeking feedback from students in a range of ways (*Agree, Build Upon, Challenge - ABC*)
- Reference to and reinforcement of acceptable volume levels
- Adaptive teaching to cater for all SEND needs
- Intentional monitoring throughout the lesson
- Live marking to offer feedback and assessment for learning
- Progress checks and plenaries at appropriate points during the learning episode
- Students dismissed by the teacher from their location in the room
- Teachers are expected to support the school behaviour policy by being present in the corridors at lesson changeovers.

6. Consequences

6.1 Before using formal consequences, each teacher uses classroom management strategies to focus the individual or group. These include using an appropriate seating plan, positive reinforcement, positive repetition, scanning, circulating, ‘moving in,’ and the ‘Broken Record Technique’. If this does not work, they can apply a formal consequence. We know that consequences are necessary and a



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part of life, but we never intend these to be punitive or applied without the opportunity for restorative work to be done.

To promote a positive and focused learning environment, the following behaviour management framework outlines the step-by-step process for addressing and rectifying student misbehaviour, using a tiered system of demerits and associated consequences.

- **Clear Redirection:**
 - Staff will address initial misbehaviour by providing a clear and positive redirection, explicitly describing the desired behaviour to the student.
 - This approach ensures the student understands expectations and is given an opportunity to correct their behaviour without immediate consequence.
- **Level 1 Demerit:**
 - If the student does not amend their behaviour following redirection, a Level 1 Demerit will be issued.
 - A Level 1 Demerit does not result in a detention. However, accruing **three Level 1 Demerits in a week** will result in a **one-hour detention on the same day**, except on Wednesdays, when detentions are not held due to staff training.
- **Level 2 Demerit:**
 - If a student continues to display disruptive behaviour in the classroom, a Level 2 Demerit will be issued.
 - A Level 2 Demerit triggers a **one-hour detention on the same day**, except on Wednesdays, when detentions are not held due to staff training.
- **Level 3 Demerit (Community Misconduct):**
 - Behaviours that contravene the school's code of conduct while in the community will result in a Level 3 Demerit.
 - This also triggers a **one-hour detention on the same day**, except Wednesdays.
- **Failure to Attend Detention:**
 - If a student fails to attend a scheduled one-hour detention, a **Level 4 Demerit** will be issued.
 - This escalates to a **Senior Leadership Team (SLT) detention on the following Friday**, lasting up to **two hours**.
- **Severe Misbehaviour:**
 - In cases of serious misconduct, whether in or out of the classroom, a **Level 4 Demerit** will be applied. This also triggers a **two-hour SLT detention on the following Friday**.



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- **Level 5 Demerit:**

- For the most severe infractions, a Level 5 Demerit will result in a more significant consequence, such as placement in the **Reflection Room (internal suspension)** or an **external suspension/permanent exclusion** based on the severity of the behaviour.

6.2 If there are issues with individual student behaviour that persist beyond isolated incidents at a low level, then other consequences may become necessary.

- After discussing them with the Deputy Headteacher- Behaviour, departments may run their own detentions for issues such as failing to complete homework.
- The head of the faculty/department signed off the subject report. A subject report should be for at least two weeks or more for subjects with less contact time with students. It is appropriate for students not adhering to expectations in a particular class. The Curriculum Leader's responsibility is to inform parents/carers of this arrangement if students do not pass their subject report according to the Curriculum Leader's criteria.
- Progress Report to form tutor and then Head of Year. Progress reports are appropriate where students struggle to adhere to expectations consistently across a range of subjects. Form tutors are responsible for informing parents/carers in the first instance. If students do not pass the Progress Report to their form tutor, this will escalate to a Head of Year report. The Head of Year will discuss this with parents/carers.
- Form Tutors and Heads of Year are expected to proactively identify cases where a progress report would be appropriate to support a student in meeting expectations.
- The Reflection Room. Students work individually from 10:30 a.m. to 4:00 p.m. with a member of SLT or the Head of Year. This time is intended to offer a meaningful opportunity to explore the issues and discuss tools/strategies that a student may use, in the moment, to avoid the behaviour reoccurring.
- Alternative Timetable: students are placed on a timetable that does not coincide with the regular school day if they need very targeted support
- Placement at the Ormiston Childerley Centre (Short-term APU) offers students a period away from Fulham Cross Academy to consider their future and whether it is the most appropriate place to learn. Placements would typically last from 1 – 5 weeks.
- Involvement of other agencies that can help support a student in re-engaging appropriately with their education, such as Ormiston, other local alternative provision providers, social services, and Early Help.
- Exclusion from school (Suspension or permanent). Please see the separate Exclusion Policy for details.
- Minuted meetings with Curriculum Leaders/Heads of Year/Senior Leaders with a clear outline of the issue, support available and consequences of a lack of improvement (warnings/final warnings)

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- Off-Site Direction: To assist a student in improving their behaviour, a collaborative agreement will be made to arrange for the student to receive education at another school for 12 weeks. The student will be enrolled at the other school if this arrangement proves successful.
- If all other strategies have been implemented and the student continues to struggle with their behaviour, the Head of School will meet with the parents or carers to issue a final warning. Any further breaches of the school behaviour policy may result in permanent exclusion.
- The school reserves the right to apply any of these sanctions at our discretion, depending upon the significance of the behaviour shown.

NB. All reports, consequences and discussions are designed to offer support and strategies so that the student may operate over time without needing significant intervention with autonomy. A gradual fade model will likely be used to support this approach.

6.3 Other school rules that apply beyond the classroom and should receive a consequence if observed include:

- Behave respectfully towards everyone in our school community, always being mindful of the protected characteristics.
- Wear the correct uniform at all times, including to and from school. Staff will confiscate items that are not part of the school uniform. Hooded tops are not permitted and will be confiscated.
- Treat the building, furniture and equipment with care.
- Eat and drink only in the designated areas.
- Junk food, including crisps, chocolate, sweets, pastries, fizzy drinks and juices, high-sugar foods and all forms of fast food, is prohibited on the school site. Students are only permitted to bring water to school.
- Move purposefully and quietly through the school (do not run). Walk on the left on stairs and in corridors.
- Mobile phones may be brought into school but must be switched off and kept out of sight. If staff see a mobile phone, it will be confiscated and returned after twenty-four hours. If the phone is confiscated on a Friday, it can be collected on the following Monday. If a mobile phone is confiscated for a second time, parents/carers must collect the device from school. Other electronic equipment may not be brought into or used in school and will be confiscated upon sight by adults.
- Do not be out of class at any time—use the toilet during break and lunch only. In an emergency, staff may issue an ‘out of lesson’ card to students. Parents/carers of students who have specific medical issues should liaise with the relevant member of pastoral staff (e.g., form tutor or head of year) to establish an agreed-upon approach.

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- Be outside during break and lunch unless it is declared a wet break or you are participating in an activity authorised by staff. Avoid areas that are designated as out of bounds.

6.4 Summary of Sanctions

Severity	Description of behaviour	Sanction/Action taken
1	Uniform, Make-up, Jewellery, Mobile phone confiscated, Banned food, Lack of equipment, inadequate work, low-level disruptive behaviour	Students Demerit - teacher No initial detention, to be monitored for frequency
2	Continued disruptive behaviour, Defiance, Lateness to lesson (+3min), SLT Removal from lesson, late to school, Uniform defiance, the cumulation of Demerits 3 in a week	Demerit - teacher Departmental Parking 1 hour on Monday, Tuesday, Thursday, Friday Issued by teacher
3	Defiance (Community), Swearing	Demerit - staff 1 hour on Monday, Tuesday, Thursday, Friday
4	Truancy from lessons, Verbal abuse of students, Refusal to hand in mobile phone, Damage to property, failure to attend detention	Demerit - staff 90-120 min detention on Friday Suspension (depending on severity)
5	Bullying, Theft, Physical Assault, Homophobic/Transphobic/Racist incidents, Illicit substances, Verbal abuse to staff, persistent Friday detentions/failure to attend Friday detention	Demerit - HoY/SLT Reflection room Suspension/Exclusion

NB. The school will define which category a behaviour falls into. This will be done by considering similar historical behaviours and applying the consequences consistently.

7. Anti-Bullying

7.1 As with all our behaviour policies, we recognise that everyone brings their own lens to bear on relationships with others. With any allegation of bullying, we will seek to investigate thoroughly, seeking the views of all those involved before determining consequences. Although significant consequences may be required for specific behaviours, we will always seek to “unpick” what lies at the root of any behaviour that gives us cause for concern and try to bring about long-term change.

The Deputy Headteacher in charge of student behaviour and safety leads the anti-bullying policy. They are assisted by Heads of Year, Tutors, Mentors and the HSLO in upholding it.

The school will not tolerate bullying and recognises that challenging bullying will improve students’ safety and happiness. It will also show that the school cares and clarifies to bullies that their behaviour is unacceptable.

7.2 All bullying incidents, including the actions taken to resolve the issue, are recorded.

The school recognises that there are many definitions of bullying but considers it most commonly to be:

- Deliberately hurtful behaviour (including verbal, indirect and physical);
- Repeated over a period of time;
- Difficult for victims to defend themselves against;
- Bullying includes verbal and physical abuse and the inappropriate use of electronic media such as mobile phones or the internet.

7.3 The school recognises that there are different types of bullying, they include:

- Bullying related to the race, religion and/or cultural background of a student;
- Bullying that incorporates the use of sexist language;
- Sexual bullying;
- Homophobic/transphobic bullying;
- Bullying of students with Special Educational Needs;
- Bullying of students with a disability;
- Cyberbullying;
- Bullying where items are stolen;
- Bullying, which results in the injury to others.

Students should be reminded that all forms of bullying are unacceptable and will not be tolerated.

7.4 The school encourages students ‘to tell’ if they feel they are being bullied. Direct action should be taken immediately to support the student and resolve the issue.

The school seeks to follow up after an incident to ensure that bullying has not started again. If students expect follow-up, they are less likely to begin bullying again.

7.5 Strict consequences will be implemented for students involved in ‘cyberbullying’; such sanctions could include confiscating handheld devices when on school grounds or insistence that they do not bring such devices onto the site. The parents of students involved in cyberbullying will be engaged in this process.

7.6 Students may be required to sign an anti-bullying contract in the presence of their parents and the school’s Police Liaison Officer.

7.7 Consequences should be considered carefully and involve parents. In severe and persistent bullying, suspension/exclusion from school may be necessary.

8. Excluding a child from Fulham Cross Academy

A decision to exclude a pupil permanently will be taken when there has been a serious breach of the academy’s behaviour policy and/or a pupil remaining in the academy would be seriously detrimental to the welfare and/or education of the pupil or others in the academy.

Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- b) Commits a breach of the behaviour policy by being involved in what may be termed an exceptional “one-off” incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy.

There is no comprehensive list of exceptional incidents, and pupils and parents should be aware that these will cover actions that constitute unlawful acts, whether or not they result in criminal prosecution. This sanction will also apply if a pupil's actions take place outside of Fulham Cross Academy (whether or not in uniform) and are of such a nature that the school's reputation and good standing are brought into disrepute.



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The following will usually lead to permanent exclusion; however, there is no comprehensive list of incidents: -

- Serious actual or threatened violence against and/or injury to a pupil, a member of staff, or a member of the general public
- Harmful sexual behaviour
- Sexual abuse or assault
- Possession or supply, directly or indirectly, of an illegal drug in the academy and/or to pupils out of the academy
- Carrying an offensive weapon
- Persistent racist, sexist and homophobic behaviour (including religious-based discrimination);
- Persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others
- persistent defiance towards members of staff and refusal to follow legitimate instructions.

8.1 Suspending a child from Fulham Cross Academy

The length of suspension will generally increase for persistent misbehaviour. For more significant incidents, however, the length of time of the suspension will reflect the seriousness of the situation when alternative provision will also be considered.

The following will usually lead to a suspension:

- Acts of physical and/or verbal aggression or incitement to physical aggression (including assaults on other pupils)
- Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour
- Persistent and/or malicious refusal to follow staff instructions or adhere to the academy's expectations as stated above.
- Persistent and/or malicious refusal to follow the academy behaviour policy
- Possession and/or use/consumption of any of the following: i) Illegal drugs ii) Chemicals, solvents iii) Alcohol iv) Possession and/or use of any of the following Pornographic materials (including misuse or attempted misuse of ICT equipment), Replica weapons, Any articles deemed offensive.
- Acts of abuse of any nature, including incitement to abuse on religious, racial, age, sexuality or gender-related grounds
- Acts of persistent and/or malicious bullying (including cyberbullying)
- Malicious accusations against academy staff



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- Acts of behaviour that are dangerous or deemed to endanger the health, safety and well-being of any person associated with Fulham Cross Academy and/or Fulham Cross Academy property
- Acts of defiance to member of staff (repetitive behaviour could lead to a permanent exclusion)
- Acts of swearing directly at a member of staff
- Acts of vandalism or damage
- Harmful sexual behaviour
- Any act, either by word or deed, which brings the academy into disrepute
- Theft from pupils, staff, visitors, academy property, the academy's canteen and/or shoplifting
- Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description
- Acts of inappropriate use of technology
- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work; Setting off the academy fire alarm without good reason
- Refusal to follow instructions, complete work or cause repeated disruption in the reflection room

8.2 Alternative Provision and Off-site Direction

When a student persists with poor behaviour, is at risk of permanent exclusion or receives a suspension beyond five days, they may be directed to an alternative provision for a fixed period of time before rejoining the school community.

If, following a period at an alternative provision, a student still cannot demonstrate expected levels of behaviour, they may be recommended for an off-site direction to make a fresh start at another education provision.

This will usually be done over a 12-week trial period. If the students fail to integrate at another school during the trial period, they will return to Fulham Cross Academy. The Head of School/Deputy Headteacher (for behaviour) will meet with the parents or carers to issue a final warning. Any further breaches of the school behaviour policy may result in permanent exclusion.



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8.3 Reflection room

Reflection is a severe sanction for pupils whose behaviour has led them to require time away from the rest of the school. Pupils reflect on their behaviour and complete their work in silence. The time of day for students in the Reflection Room will be from 10:30 a.m. until 4 p.m. Failure to behave appropriately in the Reflection Room will usually result in suspension from school.

9. Malicious Accusations

9.1 Students who have made malicious accusations against a staff member that is proven unfounded will be appropriately sanctioned by the school. Depending on the severity of the accusation and the distress caused, this action may include permanent exclusion from the school.

9.2 FCAT recognises that being the subject of a malicious allegation is stressful for the staff member and seeks to clarify that no judgement is reached until a fair and thorough investigation has been undertaken. Any actions taken will have the wellbeing of both staff and students informing them.

10. Parents/Carers

10.1 Parents/carers are expected to behave in an adult, mature and amicable manner when conversing with school staff members.

10.2 When a parent's behaviour gives ongoing cause for concern, the governing body has the authority to ban the parent from the site. Please see the relevant policy for details.

10.3 Parents/carers may be required to adhere to specific communication conditions (see relevant separate policy).

10.4 We recognise that parents/carers understandably always have a partial view on anything that is happening within the school and seek to work with them to understand other perspectives. We always seek to rebuild fractured relationships and take a positive approach with families.

Appendix 1 Use of Force

Physical restraint/Use of force

We recognise that there are very few occasions where reasonable force is required in a school environment, and we encourage staff to use force to separate or restrain students rarely. Suppose a staff member chooses to use reasonable force in a situation they deem appropriate (when a student presents a danger to themselves or others). In that case, this is a decision that they have undertaken on their professional judgement. We have a Physical Restraint Policy to guide this and an appropriate written report outlining why the decision was made. This is completed after the event.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education, whether during a teaching session or otherwise.

Fulham Cross Academy does not encourage the use of force and will rarely be used in exceptional circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All school staff have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises—i.e., on a school trip.

Following serious incidents involving the use of force, the school will inform the parents/carers concerned.

The school will also record such serious incidents involving the use of force.

Appendix 2 Exclusion & Suspension

Please also refer to our separate Exclusion Policy

The school adheres strictly to the Law concerning exclusion and has regard to appropriate guidance issued by the Secretary of State.

The Executive Principal is legally responsible for excluding particular students and gathering and preparing all exclusion documentation, following investigation and guidance from the Head of School and Deputy Headteacher for Behaviour and Safety and a range of staff.

Following suspension, a meeting between the school, the student and the parent is arranged to sign a readmission agreement. It is likely that 'special conditions' will be agreed before readmission.

To ensure that appropriate support is in place and the rights of all students to learn in an orderly environment are protected, the school may carry out a risk assessment when a student is considered a risk to the learning or health and safety of other students or staff. Where students are known to have been suspended/excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed before admission to the school. The school reserves the right to risk assess any student on the roll due to behaviour that causes concern.

A Governors' Discipline Panel of three governors will be convened when a student has been excluded for more than fifteen days in any one term or permanently excluded. A Governors' Discipline Panel will also be convened concerning any fixed-term suspension leading to a student being excluded for between 6 and 15 days, but only when the student's parent(s) express a wish to make representation. This panel may meet virtually or address written documentation in line with appropriate policies.

Appendix 3 Banned Items

Banned Items

The following items are not permitted on the school site: caps, stink bombs, lighters, cigarettes, vaping equipment, skateboards, ear pods, electric scooters, roller skates, laser pens, steel-capped boots and other non-uniform footwear, jewellery, including facial piercings and junk food*.

This list is not exhaustive. The school maintains the right to confiscate any item that is considered dangerous, offensive, inappropriate, compromises safety, or has been identified as banned.

Junk food includes crisps, chocolate, sweets, pastries, fizzy drinks and juices, high-sugar foods and all forms of fast food. Students are only permitted to bring water to school.

The following items are considered dangerous and are also banned: fireworks, illegal drugs, solvents, knives, blades, pointed items, alcohol, and guns (including plastic toys or replicas).

Students who possess 'banned' items will have them confiscated and may be suspended/excluded from school. In relation to dangerous items, the school is likely to involve the Police. The school has the authority to 'dispose' of banned items.

The school will confiscate items contravening uniform rules, e.g., hooded tops.

A Consistent Approach to Behaviour Management

AA consistent approach to behaviour managementA consistent approach to behaviour management

Tab 3

