Fir Vale Academy
The best in everyone™
Part of United Learning

Behaviour Policy

Document Owner	Miss D Gautry
Last Review	September 2026
Next Review	September 2027
Approved By	SIB Members

Achievement Respect Opportunity Togetherness Kindness Determination

Introduction

Fir Vale is an academy where every pupil is known, valued and supported to be the best version of themselves. We are relentless in our ambition for them and determined to ensure that nothing holds them back. Our approach centres around our values of Achievement, Determination, Kindness, Opportunity, Respect and Togetherness, which guide everything we do. These values underpin our expectations, shape our culture and create a nurturing environment in which pupils develop the confidence, character and skills needed for their future success.

This policy sets out the academy's approach to promoting high standards of behaviour, self-discipline and mutual respect; preventing bullying; ensuring that pupils fully engage with their learning; regulating conduct; and managing suspensions and permanent exclusions.

It establishes clear expectations and provides a framework for fair, consistent and proportionate responses to behaviour, while ensuring compliance with the academy's statutory responsibilities under the Equality Act 2010, including the duty to make reasonable adjustments for pupils with disabilities.

The policy also recognises the needs of pupils with special educational needs and disabilities (SEND) and should be read alongside the academy's safeguarding and child protection policies where appropriate. It applies to pupil conduct within the academy, when travelling to and from the academy, during educational visits, work experience placements, and online, where behaviour may have an impact on the safety, wellbeing or reputation of members of the academy community.

Working Together

Behaviour at the academy reflects its culture, values and ethos. As a United Learning academy, we aim to foster a strong sense of belonging and encourage pupils to do the right thing because it is the right thing to do. Positive behaviour is promoted through:

- A clear behaviour curriculum embedded within daily routines, lessons and wider academy activities.
- Strong partnerships between the academy, pupils and parents/carers to reinforce a positive learning environment.
- Support systems that respond to the individual needs of pupils, including targeted interventions, reasonable adjustments and specialist support where appropriate.
- Consistent recognition of pupils who demonstrate positive behaviour, effort and the academy's values.

2. Behaviour Expectations

At Fir Vale Academy, we maintain high standards of behaviour to ensure a safe, respectful and purposeful learning environment for all pupils. We believe that every pupil has the right to learn free from disruption and to develop the knowledge, skills and character needed for future success. Our approach combines clear expectations, positive reinforcement and graduated interventions, while recognising and responding to pupils' individual needs, including those relating to SEND, safeguarding and wellbeing.

Behaviour is explicitly taught, modelled and supported, with staff distinguishing between deliberate breaches of expectations and behaviours that may arise from additional needs or vulnerabilities. Pupils are introduced to the academy expectations through assemblies, morning line-up, tutor time and deliberate practice sessions when they join the academy. Re-induction sessions are delivered to all year groups at the start of each academic year and at the beginning of each half term. Pupils who join the academy during the academic year receive an induction led by their Head of Year.

Our expectations are underpinned by **The Fir Vale Way**, reflecting our shared values:

The Fir Vale Way

- FV1 – We show determination by attending every day, ready to learn.
- FV2 – We show respect by following instructions first time, every time.
- FV3 – We wear our uniform with pride and take every opportunity.
- FV4 – We move calmly and quietly around the academy with pace and purpose.
- FV5 – We speak and act with kindness to show togetherness in our community.
- FV6 – We have a positive attitude in everything we do to achieve our potential.

These expectations guide daily interactions and ensure a safe, respectful, and focused learning environment.

The role of parents/carers is important in supporting the academy to develop and maintain good behaviour. To support the academy, we encourage parents/carers to get to know the academy's behaviour policy so that they can assist with maintaining high standards of behaviour both inside and outside of the academy.

Core Expectations for Pupils

These expectations apply to all pupils and form the foundation of a safe, respectful and purposeful learning environment. We also recognise that some pupils, including those with identified special educational needs or disabilities (SEND), may require reasonable adjustments in how they are supported to meet these expectations. Such adjustments do not change the standards we uphold; rather, they ensure that every young person is given fair access to success. Staff will use professional judgement, informed by individual plans and needs, to apply the policy consistently and inclusively.

Pupils will:

- Follow staff instructions and academy rules, accessing support where needed to meet expectations.
- Engage positively in learning and complete assigned work.
- Ensure the uniform and appearance standards meet academy expectations.
- Ensure that mobile phones are “not seen, not heard” during the academy day and that any associated accessories, such as headphones, are also kept out of sight.
- Show respect for others, their differences and their property, and never engage in any form of bullying.
- Move safely around the academy site, refraining from gathering in large crowds where an incident has occurred or is occurring, and promptly reporting the issue to a member of staff.
- Never engage in “play fighting” or physical behaviour of any kind which could infringe the rights of others or risk physical injury.
- Represent the academy positively on educational visits, work experience placements, online and when off-site.

These expectations apply:

- At the academy.
- Travelling to and from the academy.
- On trips, work experience, or other academy-related activities.
- When representing the academy.
- While wearing uniform or identifiable as a pupil.
- Online, when behaviour affects the academy, pupils, or wider community.

Classroom Behaviour System (C1–C3)

To support a positive learning environment, all classrooms follow a clear and consistent behaviour system. Behaviour is managed through a series of clearly signposted steps, giving pupils opportunities to reflect on and

improve their choices before further consequences are applied. Staff should allow sufficient take-up time between each step, ensuring pupils have a genuine opportunity to respond positively and make better choices.

Stage	Description	Staff	Pupil
C1	**Warning**	Quiet, clear reminder to change behaviour.	You need to make the right choice to change your behaviour.
C2	**Pastoral Intervention**	Issue a warning for repeated disruption or defiance. Record C2 on Arbor so a follow up pastoral conversation can take place. Pastoral staff may visit the lesson to encourage pupils to change their behaviour.	You have a final chance to change your behaviour before a consequence.
C3	**Removal and Detention**	Pupil removed to another classroom or IEU. Log a C3 on Arbor.	You have chosen to repeat the behaviour so you will now be removed to another classroom and receive a detention.

Any pupil displaying one of the behaviours listed below should be removed from the classroom immediately to ensure the safety and wellbeing of others:

- Fighting / aggression
- Offensive language
- Repeated and intentional refusal to follow instructions
- Unsafe behaviour – putting themselves/others in danger

Parents/carers play a vital role in working in partnership with the academy to promote its values and support high standards of behaviour.

Parents/carers will:

- Support the academy's expectations for behaviour, attendance, punctuality, uniform, academic standards, and participation in extra-curricular activities.
- Engage positively with the academy on matters relating to their child's behaviour, learning and wellbeing.
- Work in partnership with staff to reinforce positive behaviour and address any concerns at an early stage.
- Liaise with the academy and, where appropriate, other support agencies to support their child's needs and wellbeing.

3. SEND and Safeguarding Considerations in Behaviour Responses

The academy maintains high expectations for the behaviour of all pupils, including those with SEND. We recognise our duties under the Equality Act 2010 and will make reasonable adjustments to the way expectations are taught, supported or reinforced so that pupils with SEND are not placed at a substantial disadvantage.

Where sanctions are required, we will not lower our expectations of behaviour for pupils with SEND. Instead, we may adapt the format, timing or delivery of a sanction where this is necessary to ensure fairness, while still holding pupils accountable for their actions.

Staff will always consider whether a pupil's behaviour may reflect an underlying need, unmet SEND, trauma or safeguarding concern. The SENDCo and, where appropriate, the Designated Safeguarding Lead, will be consulted before significant sanctions are applied. Any reasonable adjustments made will relate to access (not the standard expected) and will be recorded and reviewed.

Examples of Reasonable Adjustments

Reasonable adjustments may include, but are not limited to:

- Avoiding escalation by escorting a pupil to the inclusion room.
- Allowing time in the inclusion room for regulation rather than being taken directly to IEU.
- A planned, staged return to lesson after time in the inclusion room.
- Small-group or supported provision within the inclusion room or IEU.
- Use of visual supports or simplified instructions.
- Providing advance warning before changes to routines e.g. seating plans, classrooms, activities.
- Temporary, supervised regulation breaks led by inclusion staff.
- Adjustments advised by the SENDCo.

These considerations help to ensure that our responses to behaviour are lawful, proportionate and supportive, enabling all pupils to thrive within our academy community.

Additional support may be used to help pupils meet behaviour expectations, such as pastoral mentoring, targeted interventions, or external agency involvement. Where behaviour raises concerns that a pupil may have unidentified SEND, staff will follow the academy's referral procedure to explore this further.

Staff will always consider the context and underlying reasons for a pupil's behaviour, including whether there are any identified welfare concerns. Any concerns that a pupil may be at risk of harm will be referred to the Designated Safeguarding Lead without delay.

4. Behaviour policy: specific matters

This section provides guidance on specific behaviour-related matters that may arise within or beyond the academy environment, ensuring a clear and consistent approach to their management. These areas require further clarification due to their nature and the potential impact they may have on the safety, wellbeing and orderly operation of the academy community.

Bullying

At Fir Vale Academy, bullying will not be tolerated. All pupils and parents/carers should be aware of the procedures to follow if they believe a pupil is being bullied or they are experiencing bullying. The academy community will also be clear on the potential disciplinary consequences for bullying.

Definition

Bullying is behaviour by an individual or group that is repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. The academy uses the acronym **STOP** to help understand bullying: **Several Times On Purpose.** Bullying will not be tolerated at the academy.

Scope and Responsibility

- Bullying can occur in person or online (cyberbullying).
- All incidents will be taken seriously, investigated thoroughly, and addressed proportionately.

Reporting and Support

- Pupils and parents/carers are encouraged to report bullying promptly to staff.
- Support will be provided to victims and appropriate interventions applied to perpetrators, which may include restorative approaches, sanctions, or referrals to external agencies.
- The academy's safeguarding procedures will be followed where necessary to ensure pupil safety.

5. Social Media

The same standards of behaviour are expected online as apply offline – everyone should be treated with kindness, respect and dignity. This applies to all forms of social media and the use of social media both for academic purposes and for personal use that may affect the academy, pupils or staff in any way.

Responsible use of social media policy.

Actions and inappropriate behaviour committed using social media outside the academy may be considered as a breach of the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the academy, and/or could adversely affect the reputation of the academy.

Pupils must not use social media to:

- cause damage to the academy or its reputation (directly or indirectly).
- defame academy staff or any third party.
- harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- make a false or misleading statement.
- impersonate staff, other pupils or third parties.
- express opinions on the academy's behalf.
- make use of the academy's logos or trademarks.

All staff are aware of the dangers of social media and pupils. Parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year or senior member of staff. Where an incident raises a safeguarding concern (for example, the sharing of nudes or semi-nude images and/or videos) the member of staff should refer the incident to the Designated Safeguarding Lead (or deputy) in accordance with the academy's Safeguarding Policy. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place.

6. Mobile Phones and Personal Devices

The academy operates a mobile phone free environment. Pupils must not use mobile phones or any personal device with communication, internet or recording capability during the academy day.

All mobile phones and personal devices must be "not seen, not heard" on site, switched off and kept out of sight from the moment pupils enter the academy site until they leave the gate at the end of the day. This includes before academy, during lessons, between lessons, at breaktimes and lunchtimes, during transitions, and after enrichment activities while pupils remain on site.

Any mobile phone or personal device that is seen, heard, or used in breach of this policy will be confiscated and managed in line with the academy's behaviour and confiscation procedures. Confiscation will be lawful, reasonable and proportionate, and devices will be stored securely until they are returned.

Reasonable adjustments will be made for pupils with disabilities, medical needs or exceptional circumstances where access to a device is essential (for example, where a pupil with diabetes requires a smartphone-linked glucose monitor). Any such adjustments will be agreed in advance and documented.

Improper use of mobile phones or personal devices, including refusal to comply with confiscation, is treated as a behaviour matter and will result in sanctions in line with the academy's behaviour policy.

Procedure:

- We operate a "Not seen, not heard" policy. This simply means that any device that is seen or heard will be confiscated until the end of the academy day.
- Mobile phones that are confiscated will be stored securely and returned as followed:
    - Pupil hands over their phone immediately when asked – the pupil may collect their phone after completing a 30-minute same day detention.
    - Pupil initially refuses to hand over their phone but complies following a "change of face" – a parent/carer will need to collect the phone. The pupil will also be required to complete a 30-minute same day detention.
    - Pupil refuses to hand their phone over – pupil will be placed in the IEU and a parent/carer will be contacted and required to attend the academy to collect the phone from the pupil.
- Pupils will be able to contact home by approaching Heads of Year or reception staff if they need to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child throughout the day if you leave a message at reception.

7. Drugs

Fir Vale Academy operates a **zero-tolerance approach to drugs** for the health, safety, and wellbeing of all staff, pupils, and visitors. This policy applies to all academy and academy-related activities, including journeys to and from the academy.

Definition

For the purposes of this policy, the term **"drugs"** includes:

- Illegal drugs
- Alcohol
- Tobacco products, including vapes
- Volatile substances
- So-called "legal highs" or any substance purported to be a drug

Over the counter and prescription medicines are managed under the academy's *Supporting Pupils with Medical Needs Policy*.

Prevention and Education

- Pupils receive education on drugs as part of the PSHE curriculum.
- The academy works with external agencies, including drug education charities, to prevent and manage drug-related incidents.
- All incidents are monitored and reported to governors as appropriate.

Incidents and Sanctions

- Any pupil involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy.
- Sanctions may include **suspension or permanent exclusion**.
- The academy may involve the **police** where necessary, while making clear that internal academy decisions on supply or use of drugs do not constitute a criminal conviction.

- Contextual factors are considered, including whether a pupil is affected by their own or others' drug misuse, with early access to support provided where appropriate.

Confiscation and Searches

- Any drugs, suspected drugs, or drug-related paraphernalia (e.g., needles) will be **confiscated and disposed of safely** in line with Department for Education guidance.
- Searches for drugs will be carried out in accordance with the academy's **Searching and Confiscation Policy**.

Parental Involvement

- Parents/carers are normally informed if their child is found to be involved in a drugs-related incident.
- In cases where **safeguarding concerns** exist, the academy will act in the child's best interests, which may include not informing parents/carers immediately. Such decisions are made carefully and, where appropriate, with legal advice.

8. Prohibited Items and Searches

Fir Vale Academy follows the Department for Education guidance: *Searching, Screening and Confiscation – Advice for schools*.

Searches

- The Principal or authorised staff may search pupils **with or without consent** where there are reasonable grounds to suspect a pupil has prohibited items.
- Searches without consent may only be carried out when necessary and must be conducted by authorised staff, ideally of the same sex as the pupil, with a witness present. Exceptions apply only in urgent situations where risk of harm exists.
- Searches must be carried out with due regard to pupil dignity, health and safety, safeguarding, SEND, and relevant vulnerabilities.

Prohibited Items (searchable without consent)

- Knives or weapons
- Alcohol
- Tobacco, including vapes and related products
- Illegal drugs and associated paraphernalia
- Stolen items
- Fireworks
- Pornographic images
- Articles that could be used to commit an offence, cause harm, or damage property
- "Legal high" substances or any items purported to be drugs

Searches with Consent

- Staff may search pupils and their possessions for any item **with consent**, in the presence of the pupil and a witness.

Confiscation

- Where a prohibited item is found, it will be confiscated immediately.
- Electronic devices may be inspected if there is reasonable suspicion that data could be harmful or used to breach academy rules.
- Confiscated items are retained, returned, or disposed of in line with statutory guidance and safeguarding requirements.

Reporting and Communication

- Parents are informed after a search, particularly where harmful items such as alcohol, drugs, or weapons are found.
- Complaints about searches are handled through the academy's usual complaints procedure.

Key Principles

- Searches are a **last resort** when other methods have failed.
- Staff conducting searches are trained to carry out their responsibilities safely and appropriately, including considering pupils' vulnerabilities and SEND.
- Any use of reasonable force during searches follows the academy's **Use of Reasonable Force** policy.

9. Restrictive Interventions, including Use of Reasonable Force

Fir Vale Academy follows the Department for Education guidance: Restrictive interventions, including use of reasonable force in schools.

Authorisation and Scope

- Teachers and staff authorised by the Principal have the power to use reasonable force to:
    - Prevent pupils from committing a criminal offence.
    - Prevent pupils from injuring themselves or others.
    - Prevent damage to property.
    - Maintain discipline.
- Reasonable force may also be used by staff (including non-teaching staff) when they have lawful charge of pupils off academy premises, such as on academy trips or other authorised activities.
- The use of reasonable force should be cross-referenced with the academy's policy on searches, where applicable.

Principles

Our approach is built on the following commitments:

- **Prevention Before Intervention**: Staff will always attempt to prevent incidents through de-escalation and risk management before using any form of physical intervention.
- **Minimum Intervention**: Any physical contact will be the smallest amount necessary and will last only for as long as essential.
- **Respect and Safety**: All actions will preserve the pupil's dignity and will take into account their special educational needs, health conditions, age, cultural background, and known triggers. We are mindful of trauma and aim to minimise distress.

- **Transparency and Accountability**: All incidents will be recorded quickly, parents and carers will be informed without delay (ideally on the same day), and we will look for patterns to improve practice over time.
- **Legal and Fair Decision-Making**: All decisions will be based on professional judgment about what is proportionate, reasonable, and appropriate in the circumstances.

Reasonable force means using no more force than necessary, and the decision will always depend on the circumstances of the situation.

Parents will always be informed when physical restraint has been used.

Planning and Positive Handling

- Where restrictive physical intervention has been used with a pupil, there is a foreseeable risk of recurrence. The academy will:
    - Develop a **Positive Handling Plan** for that pupil.
    - Share the plan with parents/carers and relevant staff.

Training

- Staff receive training on the appropriate use of reasonable force, including how to account for vulnerabilities, SEND, and other relevant factors.
- Training and professional development are refreshed on a 2–3 year cycle to ensure staff are confident and competent.

Recording

- Every use of force, restraint (including non-physical) or seclusion must be reported promptly (ideally the same day).
- Records of all incidents will be maintained using the Restraint Form available on CPOMS.

Reporting

- Every member of staff who uses physical restraint must inform the Principal immediately after the incident.
- A senior member of staff or a member of the pastoral team will phone the parent/carer to inform them of the details of the incident.
- In cases where **safeguarding concerns** exist, the academy will act in the child's best interests, which may include not informing parents/carers immediately. Such decisions are made carefully and, where appropriate, with legal advice.

10. Suspected Criminal Behaviour

Where there is reasonable cause to suspect that a child has been involved in, or has been the victim of, criminal behaviour, the academy will consider whether the incident should be reported to the police. The academy will also consider whether any evidence needs to be protected and preserved.

Staff must not investigate suspected criminal offences beyond what is necessary to establish the basic facts and ensure the immediate safety and welfare of those involved. Any concerns should be reported immediately to the Designated Safeguarding Lead (DSL), who will take the lead in determining the appropriate course of action in line with Keeping Children Safe in Education (KCSIE) and local safeguarding procedures.

The DSL will assess whether a referral to the police is required and whether a parallel referral to Children's Social Care is necessary where safeguarding concerns are identified.

The welfare of the child will remain paramount throughout the process.

11. Community Violence and Disorder

The academy recognises that some pupils may become involved in, be affected by, or witness violence, disorder, or anti-social behaviour within the local community.

Incidents that take place outside of the academy can sometimes have an impact on relationships, behaviour, and safety within the academy. Where concerns are identified, staff must report them to the Designated Safeguarding Lead (DSL) or Principal without delay.

The level of risk will be assessed to ensure that appropriate support and intervention can be put in place. The academy will work, wherever possible, with parents/carers and relevant external agencies to help safeguard those involved and promote the safety and wellbeing of the wider academy community.

Where community incidents raise safeguarding concerns, the DSL will lead the academy's response in line with Keeping Children Safe in Education (KCSIE) and will consider whether referrals to Children's Social Care, the police, or other relevant agencies are required. The academy will take appropriate steps to safeguard pupils, reduce the risk of further incidents, and maintain a safe and supportive learning environment for all.

12. Rewards

Our rewards system is designed to recognise and celebrate pupils who demonstrate positive behaviour, strong engagement, consistent effort, and our academy values. By rewarding these behaviours regularly and visibly, we aim to:

- Motivate pupils to strive for their personal best.
- Reinforce positive habits, attitudes and behaviours.
- Build a culture of pride, belonging, and togetherness.
- Strengthen relationships between staff, pupils, and families.

The system runs on a **daily, weekly, half-termly cycles**, ensuring frequent recognition alongside larger celebrations.

Our Reward System

At Fir Vale Academy, we promote positive behaviour through:

- Praise and constructive feedback.
- Recognition points for demonstrating positive behaviour and achievements.
- Certificates and awards to celebrate effort, progress, and achievement.
- Positive letters or phone calls to parents/carers acknowledging pupils' successes.
- Celebratory events, trips, or assemblies highlighting pupil accomplishments.

We are committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems will be kept under review to ensure that no group of pupils is significantly under-represented or disadvantaged by the reward criteria. We recognise that not all pupils respond to rewards in the same way.

For some pupils with SEND, different forms of recognition may be more effective. These adaptations ensure that all pupils can experience success and that our reward systems are equitable.

By embedding rewards into daily practice, we foster a positive and supportive learning environment where all pupils feel valued, motivated, and included.

Positive points are awarded in every lesson for:

- Demonstrating effort
- Maintaining a positive attitude towards learning
- Actively engaging in lessons and learning activities
- Embodying and promoting our academy values

The accumulation of positive points will lead to pupils receiving rewards, including weekly recognition, certificates, letter home, access to special events and small prizes awarded each half-term.

At the end of each half term, pupils' broader patterns of attendance, behaviour and contribution to academy life are celebrated during a Recognition Assembly. During this event, pupils may receive individual awards and be included in the Year Team reward party.

13. Consequences or Sanctions

Our consequences system is designed to address behaviour that falls below academy expectations, promoting accountability, reflection and positive behaviour change while maintaining a safe, respectful and purposeful learning environment.

Consequences are applied fairly, proportionately, and lawfully. Staff consider SEND and other vulnerabilities before applying sanctions and make reasonable adjustments where needed, in accordance with the Equality Act 2010.

Consequences may include:

- **Warnings (C1)** – quiet, clear reminders to correct behaviour.
- **Pastoral visit / intervention (C2)** – for repeated disruption or defiance, including restorative conversations.
- **Detentions (C3)** – for persistent or serious incidents.
- **Removal to the Reflection Room** – for serious or repeated misbehaviour.
- **Internal isolation** – for serious or persistent incidents.
- **Offsite direction** – planned interventions or managed moves.
- **Suspension** – for serious breaches of behaviour policy or where the safety of pupils or staff is at risk.

Removal Room Procedures

Removal from lessons is a serious intervention and should be used only after the classroom behaviour system has been applied consistently. This would usually be for behaviour that significantly disrupts learning, compromises safety or to provide a period of reflection away from peers.

Lesson Removal

- When a removal is necessary, staff should record a C3 on Arbor.
- Pastoral staff monitor Arbor behaviour logs during lessons and will collect the pupil from the lesson.
- Staff must clearly explain the reason for removal and confirm when the pupil can leave.
- Pupils will be required to complete work from their lesson or work provided while in the removal room.
- Restorative reflection is encouraged before returning to lessons.

Social Time Removal

- Pastoral staff radio the Reflection Room.
- Reflection Room staff confirm arrival and supervise the pupil.
- The sending staff member logs the reason on Arbor.
- Pupils isolated for social time are released when SLT calls for line-up (3 minutes before the end).
- Persistent or repeated removals may result in placement in the IEU.

Truancy Procedure

- Pupils found truanting will be taken to their lesson. If they refuse to go to their lessons, they will be escorted to the Internal Exclusion Unit (IEU).
- Pupils who are taken to the lesson after the designated movement time has ended will receive a late mark on the register, which will result in a detention at the end of the academy day.
- Pupils placed in IEU for truancy, will remain there for the rest of the academy day and will be dismissed at 3.45pm. Pupils who receive no behaviour warnings will be dismissed at 3.30pm.

Detentions

Detentions help to reinforce high expectations and maintain consistent routines. At Fir Vale Academy, we operate a centralised detention system overseen by the Assistant Principal for behaviour and the Heads of Year. This ensures that detentions are applied fairly, consistently and effectively across the Academy.

Detentions are issued for persistent or serious incidents where a pupil's behaviour does not meet the Academy expectations and can be given by all staff. They provide an opportunity for pupils to reflect on their choices, take responsibility for their actions, and re-engage positively with the Academy's standards and routines.

Detentions will be either 30-minutes or 45-minutes in duration. Pupils who receive 2 or more detentions in a day will be required to attend a 45-minute detention. Instances where a pupil receives multiple detentions will be reviewed by the pastoral team. Where appropriate pupils may be referred to IEU in line with the Academy Behaviour policy.

30-minute detentions may be issued for:

- Being late to academy or lessons.
- Being out of bounds.
- Mobile phone seen or heard.
- Persistent refusal to follow instructions or defiance.
- C3 removals from lessons.
- Truancy (deliberate absence from lessons without permission).

All detentions will take place on the same day as the behaviour incident, unless exceptional circumstances apply. A daily detention report will be generated and circulated each day to enable staff to inform pupils when they have a detention. Pupils with detention will be escorted by teaching staff to the detention room at the end of the academy day.

Expectations

- The detention slide will be displayed on the screen throughout the detention.
- Year Teams will seat pupils appropriately to maximise engagement, focus and success.
- Uniform needs to be correct, with no outdoor coats worn.
- Pupils will work at noise level A and complete appropriate work.
- Pupils who fail to meet these expectations will be issued consequences using the C1 – C3 warning system.

- Pupils who persistently disregard warnings will fail detention and will spend the following academy day in the IEU.
- At the end of detention pupils are escorted off site by pastoral staff.

All detentions include a restorative discussion or work to help pupils understand expectations and repair relationships.

For pupils with SEND or other vulnerabilities, reasonable adjustments are made to avoid placing them at a disadvantage.

Serious Breaches of the Academy's Behaviour Policy

Certain behaviours are regarded as serious breaches of our Behaviour Policy. Where a serious breach occurs, the academy will investigate the circumstances thoroughly before determining an appropriate response.

Where appropriate, pupils will be supported to share their views, and these will be considered as part of the decision-making process.

No single sanction is automatic. Decisions will be made on a case-by-case basis, taking account of the nature and seriousness of the behaviour, the pupil's age and needs, any relevant SEND, safeguarding or contextual factors, and the impact on the safety and welfare of the academy community.

Following an investigation, led by a senior member of staff, the academy will determine the most appropriate response. This may include referral to the Internal Exclusion Unit (IEU), suspension, a meeting with the Behaviour Committee of the Local Governing Body, or, in the most serious circumstances, consideration of permanent exclusion.

The academy may also implement supportive interventions alongside any sanction. These may include pastoral support, mentoring, behaviour support plans, involvement of external agencies, or other targeted interventions designed to help the pupil improve their behaviour and be successful.

No behaviour results in an automatic suspension or permanent exclusion. All decisions will be lawful, reasonable, fair and proportionate, with full consideration given to any relevant SEND, safeguarding or contextual factors. The academy will also consider any reasonable adjustments required under the Equality Act 2010.

However, suspension or permanent exclusion may be necessary where behaviour cannot be managed safely within the academy, where there has been a serious or one-off incident, or where previous strategies have not been effective.

Allegations and Malicious Accusations

- Allegations of improper behaviour or unprofessional conduct against staff are treated with the utmost seriousness and managed in line with the Safeguarding Policy.
- Pupils who deliberately make false or malicious accusations against staff, other pupils, or individuals may face disciplinary action, including suspension or exclusion.

Suspensions and Permanent Exclusions

Suspension and permanent exclusion are the **most serious sanctions** within the academy's behaviour framework. They may be necessary to **maintain the safety, welfare, and learning of all pupils** and are considered only after other interventions and consequences have been applied, in line with this Behaviour Policy.

Key Principles

- **Decision-making:** The decision to suspend or permanently exclude a pupil can only be made by the principal (or formally delegated Acting Principal).
- **Last Resort Response:** Suspension and permanent exclusion are always a last resort and are only used in response to a **serious breach or persistent breaches** of the academy's Behaviour Policy, or when allowing the pupil to remain in academy would **seriously harm the education or welfare of the pupil or others**.
- **Fairness and equality:** The academy is committed to ensuring that decisions are made fairly, consistently and without discrimination. In accordance with the **Equality Act 2010**, staff will consider a pupil's individual circumstances including any SEND, safeguarding needs, vulnerabilities or protected characteristics.
- **Context:** Behaviour outside of the academy, including online activity, travel to/from the academy, academy trips, and work placements, may be considered when determining the appropriateness of suspension or permanent exclusion.

Suspension (Fixed-Term Exclusion)

A suspension may be issued in response to a **single serious incident** or a pattern of **repeated misbehaviour**.

- Lunchtime exclusions are considered **half-day suspensions**.
- Repeated suspensions for pupils with SEND, particularly those with EHCPs, require **SENDCo involvement** and may involve specialist support or alternative strategies before further exclusion.

Permanent Exclusion

Permanent exclusion will only be used **as a last resort.**

It may be considered where there has been a serious breach, or persistent breaches, of the Behaviour Policy and where allowing the pupil to remain in academy would seriously harm the education, welfare or safety of others.

Examples may include, but are not limited to:

- Serious acts of violence or aggression.
- Persistent disruptive behaviour despite appropriate interventions and support.
- Serious safeguarding incidents.

These examples are not exhaustive, and each case will be considered on its individual circumstances.

Governing Body Role

Where required by law, the Governing Body will review the Principal's decision and consider any representations made by parents/carers.

Following its review, the Governing Body will decide whether to uphold or overturn the exclusion and will communicate its decision, with reasons, in writing.

Further Information on Suspension and Permanent Exclusion

Detailed procedures relating to suspensions, permanent exclusions, Governing Body reviews and Independent Review Panels are set out in the academy's Exclusions Policy and are implemented in accordance with current statutory guidance and United Learning procedures.

Behaviour causing concern

Where a pupil's behaviour becomes a persistent cause for concern, the academy will work proactively with the pupil, parents/carers and, where appropriate, external partners to identify underlying causes and agree suitable support.

The academy recognises that persistent behavioural difficulties may sometimes indicate unmet educational, social, emotional, mental health or safeguarding needs. Staff will therefore consider whether further assessment, intervention or support is required.

Support strategies may include parental meetings, report cards, mentoring, behaviour support plans, targeted interventions, literacy support, SEND assessment referrals, counselling or mental health support, bespoke reward systems, involvement from external agencies, or other tailored interventions designed to help the pupil succeed.

Where appropriate, the academy may also consider off-site direction or alternative provision as part of a planned package of support. Such measures are not sanctions and will only be used where they are considered necessary, proportionate and in the pupil's best interests.

14. Supporting Pupils with Special Educational Needs and Disabilities

Fir Vale Academy is committed to maintaining high expectations for all pupils while recognising that some pupils with SEND may require additional support or reasonable adjustments to successfully meet behaviour expectations. The academy fulfils its duties under the Equality Act 2010 and will consider individual needs when implementing this Behaviour Policy.

Staff will consider whether behaviour may be influenced by a pupil's special educational needs, disability, communication needs, social, emotional or mental health needs, trauma, or other vulnerabilities. Where appropriate, reasonable adjustments, targeted interventions and specialist support will be implemented to enable pupils to engage successfully with learning and academy life.

Detailed information regarding SEND, safeguarding considerations, reasonable adjustments, support strategies, and the academy's approach to behaviour responses for pupils with additional needs can be found in Section 4: SEND and Safeguarding Considerations in Behaviour Responses.

15. Alternative Behaviour Arrangements and Interventions

This section outlines the alternative arrangements that may be used to support positive behaviour, maintain a safe learning environment, and ensure pupils continue to access appropriate education. These arrangements are not sanctions and will only be used where they are lawful, proportionate, and in the best interests of both the pupil and the wider academy community.

Withdrawal / Removal from Lessons

At Fir Vale Academy, it may sometimes be appropriate for a pupil to spend time away from the classroom in a **separate, supervised space**. This may be necessary to:

- Support a pupil in managing their own dysregulation or emotional needs.
- Ensure the safety and wellbeing of other pupils.
- Address disruption to the learning of others.

When using withdrawal or removal from lessons:

- Careful consideration is given to the circumstances and purpose.
- Pupils continue to receive education in a supervised setting. The curriculum delivered may differ from mainstream lessons but will remain **meaningful, purposeful, and aligned to learning objectives**.

- Staff use removal as part of a planned, supportive intervention rather than as a punitive measure alone.
- Repeated or serious incidents may lead to placement in the **Internal Exclusion Unit (IEU)** to ensure the safety of others and to provide focused support to the pupil.

Internal Exclusion Unit (IEU)

The IEU is a **structured, supervised setting** within the academy used for pupils who:

- Have persistent or serious behavioural issues.
- Require time away from mainstream lessons to reflect and regulate.
- Need additional support before reintegration into lessons.

While in the IEU:

- Pupils continue to follow a **meaningful curriculum**.
- Staff provide **restorative support and targeted interventions** to address behaviour.
- The aim is to **prepare pupils for successful reintegration** into mainstream lessons with improved behaviour and self-regulation.

Separation for Safeguarding or Safety Reasons

In exceptional circumstances, the academy may put arrangements in place to keep pupils apart where this is necessary to protect the safety, welfare or wellbeing of pupils or staff, or to support safeguarding processes.

Decisions about separation arrangements, including any decision to temporarily prevent a pupil from attending the academy site for safeguarding reasons, will be made on a case-by-case basis. The Designated Safeguarding Lead (or a deputy) will play a central role in decision-making, and the academy will work with external agencies where appropriate.

These arrangements may include changes to timetables, movement around the site, social times, or supervised placement in an alternative location within the academy. Separation arrangements are not sanctions and will only be used where necessary and proportionate.

Parents/carers will be informed of the reasons for any separation arrangement, and the academy will keep such arrangements under regular review.

Where separation is used, pupils will continue to receive appropriate supervision and education. The academy will put in place appropriate plans to support successful reintegration as soon as it is safe and appropriate to do so.

Off-site Directions

In some circumstances, the academy may direct a pupil to attend education at another setting for a temporary period as part of a planned intervention to support behaviour. Off-site directions are not a sanction; they are **structured, time-limited interventions** used only where they are considered to be in the pupil's best interests and will support their continued education and positive return to the academy.

Any off-site direction will have clear objectives, defined timescales, review arrangements and a planned reintegration process. Parents/carers will be informed of the arrangements in accordance with statutory guidance.

Managed Moves

In some circumstances, a managed move to another school may be considered where it is believed that a fresh start in a new setting would be in the best interests of the pupil.

Managed moves are voluntary and require the agreement of the pupil's parents/carers, the current school and the receiving school. They are carefully planned and supported to maximise the likelihood of success.

A managed move is not a sanction and will only be considered where all parties agree that it is the most appropriate way of supporting a pupil's future education and wellbeing.

16. Reintegration Following Significant Behaviour Interventions

Reintegration is an important part of the academy's graduated approach to behaviour support. Following significant behaviour interventions, the academy will work collaboratively with pupils, parents/carers and relevant staff to identify any support, strategies or adjustments needed to promote a successful return to education and prevent repeat incidents.

Where appropriate, a structured reintegration process will be implemented following significant behaviour sanctions or interventions, including:

- Suspension
- Off-site direction
- Managed move that does not proceed
- Extended internal exclusion

Key strategies include:

- **Restorative conversations** – enabling pupils to reflect on their actions, understand the impact on others, and repair relationships.
- **Review of support needs** – identifying any additional pastoral, educational, or social support required.
- **Updates to behaviour or pastoral plans** – ensuring interventions remain effective and responsive to pupil needs.
- **SENDCo or specialist involvement as required** – providing expert guidance and support for pupils with SEND or other additional needs.

Where appropriate individual reintegration plans, behaviour support plans, mentoring, reasonable adjustments or external agency support may be put in place. The academy will regularly review these arrangements to ensure they remain effective.