Academy Behaviour Policy.

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Fishtoft Academy is dedicated to ensuring that our Academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe Academy where pupils feel included in every aspect of Academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of Academy time and premises. It extends to all members of our Academy community. Good behaviour and self discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their Academy years.

The policy is based on the good practice outlined in DfE guidance on Behaviour in Schools (2024) and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][Schedule 1 to the Independent Academy Standards Regulations 2014 (academies)].

1. Aims

Fishtoft Academy believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the Academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the Academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. Academy code of conduct

It is a primary aim of our school that every member of the community feels valued and respected, and that relationships are positive. Good behaviour is fundamental to success in the classroom. Fishtoft Academy aims to work in partnership with the whole community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom.

To achieve high expectations, it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning.

Fishtoft Academy follows its HEART values and the fundamental belief that there is mutual tolerance and respect between everyone in our school community. Through our Restorative Practice, we work with our children to help them understand the consequences of their actions on others and the impact this can have. We expect all of our learners to be responsible for their actions: both positive and negative.

Aims

- To provide a welcoming, safe and secure environment that is both calm and orderly, for the whole school community
- To model and expect a set of preferred behaviours based on trust and mutual respect
- To be explicit about the consequences of behaviours
- To support pupils in accepting responsibility of their own behaviour
- To develop and sustain a positive culture in both learning and teaching

Celebrating good choices and giving positive recognition is the basic premise of the Code and it is essential that the time spent on this outweighs the time spent on irresponsible behaviour. This will ensure that the relationships are as positive as possible.

The Code of Conduct is made up of four components:

- Rules
- Positive recognition for pupils following the rules
- Encouragement of pupils to make good choices
- Sanctions and consequences to support a change in behaviour

The School's ethos and values HEART, underpins everything we do and expect of each other on a daily basis.

H – Honesty
E – Equality
A – Ambition
R – Resilience
T - Thoughtful

3. Standards of behaviour

3.1 Academy

The Academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

Here at Fishtoft Academy, we promote the motto: 'All different, all welcome'. We encourage inclusivity, cohesion and belonging throughout the school week in the form of assemblies, reflection times and taught No Outsiders sessions. The sessions are accessible to all and taught via popular children's picture books. Our children are confident talking about diversity and feel empowered talking about how they are all unique. Children understand they have a collective responsibility for their own actions and the impact this can have on others. We celebrate success and achievement weekly in our "Celebration Assemblies" and children engage with our Carrot Reward system where they and parents can track positive behaviour choices.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The Academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the Academy curriculum and reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the Academy.

Parents are regularly informed of behaviour: both positive and negative by Class Teachers. The SLT regularly keep an eye on behaviour using the school's EdGen system – which automatically alerts the SLT on any behaviours which break the code of conduct and a sanction has been issued.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan and/or Pastoral Support Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Academy's [special educational needs policy/ SEN Information Report] for more information.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

3.2 Pupils

The Academy expects all of its pupils to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our Academy. Fishtoft Academy expects all of its pupils to show respect to one another, to Academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts. We expect all pupils to represent the HEART values of our school on a daily basis, by displaying positive learning behaviours and attitudes in all lessons and around the school. We expect all pupils to

respect the school environment including equipment, reading books and their exercise books – and that work is reflective of the pupil's positive learning attitudes. All pupils will sign a "Class Charter" at the start of the year, where expectations of themselves in their own classes and around school are shared and agreed. Pupils signing this Class Charter show that they have understood what is expected of them and acknowledges the responsibility they have for their own behaviour.

The Academy asks that pupils carefully read and then sign a **home-Academy agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be tolerated in Academy, and all pupils will respect and look after the Academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including "legal highs"
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the Academy rules as set out in section 4

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in Academy. We ask that parents sign the **home-Academy agreement** to indicate that they will respect and support the Academy's behaviour policy, including ensuring appropriate use of digital equipment and the authority of the Academy staff. Building Academy life into a natural routine – ensuring that your child is at Academy on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to Academy rules and procedures.

We ask parents to work with the Academy in support of their child's learning, which includes informing the Academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the Academy with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, to attend a reintegration interview at the Academy with their child.

4. Academy rules that apply at all times to all members of the Academy community

- Always be on time.
- Keep your appearance smart and tidy, and wear specified Academy uniform at all times to and from Academy.
- Rude, derogatory, racist or defamatory language will not be tolerated. The school follows the ' No Outsiders' principles.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times.
- Take care of your environment, both on the Academy site and outside, and keep it tidy.
- Unauthorised absence from Academy will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- The following items are not allowed in Academy under any circumstances:
    - Alcohol and drugs including "legal highs".
    - E-Cigarettes, Cigarettes, matches, and lighters.
    - Chewing gum.
    - Weapons of any kind or instruments/substances intended to be used as weapons.
    - Material that is inappropriate or illegal for children to have; such as racist or pornographic material.
    - Mobile phones: are permitted for children walking home but should be switched off on arrival at the school and handed to the class teacher immediately upon entry.
    - Unauthorised electronic or recording devices.
    - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon.
    - Any article which a staff member reasonably 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 pupil)

- Gambling is not allowed on Academy property.

4.1 Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs
Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs
Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in Academy. If they need medication they can go to Mrs Bringemann or Mrs Gray.

Medication
We are aware that it may be necessary for some pupils to take medication during the Academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the 'Supporting children with medical needs' policy.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

5. 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
- Difficult to defend against

Fishtoft Academy wants to make sure that all pupils feel safe at Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

Through the Academy's "No Outsiders" training and Restorative Practise approach, the ethos of the academy is to ensure that no one is an "outsider" through their own actions or actions to others – this includes outside of the academy in social media usage. With the Class Charters and Home School Agreements, the academy looks to build a positive relationship between the academy and parents, so that children take responsibility for their own actions, particularly on social media use. The aims of the "No Outsiders" and Restorative Practise approach is to educate and help children learn from incidents and choices they make – so that repeat incidences do not occur.

6. Disciplinary sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. **Fishtoft Academy** operates using the following disciplinary measures:

Traffic Light Systems:

Positive behaviour within school is built on clear, consistent and transparent ways in which poor choices are dealt with.

In Years 1-6 a visual reminder is used in the form of a "Traffic Light" system – which enables children and staff to monitor behaviour effectively in lessons. The idea is to allow children opportunities to alter chosen behaviour by visually showing them the impact their choices can have as well as rewarding the good choices children make.

At the start of every lesson – all children will be on the "green light". Positive attitudes in class may be rewarded with movement up to the "Golden Star" and Carrot points issued. Poor choices or attitudes to learning will involve a peg movement down to amber/red.

Behaviour Monitoring steps:

1. If a poor choice is made (this will often be a choice that is not in line with school and/or classroom expectations) a verbal warning will be issued and the class teacher will explain the reasoning behind this to the child. The child will remain on the "green light".
2. If during the same lesson, a child continues to display poor choices, their peg will be moved down to the "amber light". The Class teacher will again explain why this has happened. If no further incidences are seen – no further action takes place and the child moves back to the "green light" in readiness for the next lesson.
3. If during the same lesson, a child continues to display poor choices, and their peg is already on "amber light" they will move their peg down to the "red light". Again, the class teacher will explain to the child why this has happened. This will result in 5 minutes of playtime being lost, 1 cross recorded on the behaviour system and a removal of 1 carrot point. If no further incidences are recorded up until the end of the lesson, the child will move their peg back to "green light" ready for the start of the next lesson. If a child earns a cross – parents will be notified either at pick-up or by a phone call home – to explain the situation, what happened and the positive steps that followed.
4. In the event that during the same lesson, a child continues to display poor choices, and their peg is already on the "red light", the loss of another 5 minutes of play, a second cross issued, and removal of a second carrot point will be recorded. The class teacher will explain to the child why this has happened. If no further incidences are recorded up until the end of the lesson, the child will move their peg back to "green light" ready for the start of the next lesson. If a child earns 2 crosses – parents will be notified either at pick-up or by a phone call home – to explain the situation, what happened and the positive steps that followed.
5. If the child continues to display poor choices, with their peg on "red light" they will then be issued with a third cross, another 5 minutes of play being lost (15 minutes in total), a third carrot point being removed, and the child will be removed from the lesson to complete their work with the Key Stage Behaviour Lead. At this stage, a discussion will be arranged with the child and class teacher to discuss why their behaviour was not in line with school expectation. At the end of this, the child's peg will be moved back to green, ready for the next lesson to begin.

Note:

Teachers reserve the right to issue an immediate cross if the behaviour is deemed severe enough to warrant it. This could include, but not limited to:

- **Physical violence towards any member of the school community**
- **Foul and abusive language**
- **Actions which could intimidate, invade others personal space such as spitting, grabbing, pushing with intent etc.**
- **Damage to school property, including any displays, stationary, furniture etc.**

Monitoring Behaviour:

In the vast majority of cases, the issuing of crosses will be isolated events, and across the academic year, will have no cause for concern as parents and class teachers have been working together to ensure positive outcomes whilst in school.
The school's SLT also monitor behaviour weekly, so support can be given to children, parents and class teachers if it is required. Class teachers and the Behaviour Lead may invite parents in at any time to discuss isolated events that may have happened or to offer for support if a child is going through a difficult period at home and/or in school.
In the unlikely event that a child in school receives 8 crosses across a week or has been regularly receiving crosses across a period of time, the class teacher will invite parents in to discuss concerns and develop a plan of action to help improve their child's learning behaviours for a positive outcome. This meeting may or may not be attended by the Key Stage Behaviour Lead.
If there is no improvement seen across a period of time, another meeting will be arranged which will be attended by the class teacher, Behaviour Lead and the Head of School, to discuss on-going concerns with behaviour and how we can work together to improve this for a positive outcome for the child. Other members from the MAT Central Team, such as the Trust Safeguarding Lead, could be invited to this meeting if applicable. This could also include support from external agencies.
Following these interventions, if the behaviour of the child does not show signs of improvement, a further meeting will be called with class teacher, parents/carers, Head of School, Executive Head Teacher, other members of the MAT Central Team if applicable – to discuss options for what needs to happen in the best interests of all parties concerned. This could include support from external agencies.

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

For information regarding Suspensions and exclusions please refer to the Exclusion Policy.

Mobile Phones:

The school runs a strict policy on Mobile Phones and any SMART devices that are able to record, take photos or videos or be able to access the internet in any way: all of these items are not permitted onsite to be in possession of any child when they enter school grounds.
Mobile Phones are **ONLY** permitted for a child walking home, and should be immediately switched off on arrival and handed to the Class Teacher immediately.
Mobile Phones will be handed back at the end of the day, and only once off school grounds can children switch these back on.
Any child found in possession of a phone during the school day will have these confiscated immediately and parents informed.
Any child wearing or in possession of any SMART device and/or watch will have these confiscated and parents informed immediately.

6.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will

prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves)."

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in Academy will be destroyed.

6.2 Use of force

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

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

Fishtoft Academy does not encourage the use of force and it will be used very rarely in special 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 staff at the Academy 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 pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e., on a Academy trip.

Following significant incidents involving the use of force, the Academy will speak to the parents concerned and also be recorded by the Academy. See T*rust Use of Reasonable force and Physical Intervention Policy.*

7. Attendance

Regular attendance at Academy is required by law, and Wygate Park Academy takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. More information can be found in the **Trust Attendance Policy and the Academy specific Attendance Procedures.**

8. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform is as follows:

White Polo Shirt	Formal White Shirt and Tie worn by Y6 pupils only
Mid Grey Formal School Trousers, Skirt or pinafore dress	Formal Black Shoes (Not trainers, no heels)
Fishtoft Royal Blue Jumper	Grey tights or socks
In warmer weather learners may choose to wear:	
Blue checked summer dress	Formal Mid-grey shorts

The academy uniform should be worn by all pupils in Reception Year through to Year 6. Pupils who come in without the correct academy uniform on will usually be sent home to change.

No jewellery is to be worn in school other than a wristwatch.
Children can have a single stud earring in each ear.
All jewellery must be removed for PE activities. Plasters will not be used and staff cannot remove earrings for children.

Long hair must be tied up for PE activities.
The academy uniform should be worn by all pupils.

Make-up of any form is not permitted to be worn by any pupil in the academy.

Exceptions to the above may be granted as a matter of sincere religious observance and where this is substantiated from the leader of the relevant religious community.

9. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, near the Academy premises or where it would be considered reasonable to impose sanctions for behaviour outside Academy e.g. cyberbullying, will be disciplined by the Academy. This also applies to pupils who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The Academy will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the Academy has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the Academy/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the Academy or the pupil was taking part in any Academy-organised or Academy-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the Academy or might be expected to act as an ambassador for the Academy.

10. Rewards policy

Fishtoft Academy believes that it is important to encourage good conduct throughout the Academy by celebrating and rewarding good behaviour.

Carrot Rewards:

Pupils can expect rewards for good behaviour and compliance. Such rewards are the opportunity for staff to motivate and raise their self-esteem and must be seen as an essential part of the academy's culture. Carrot reward points are one method the academy uses to reinforce good examples of behaviour. Children are given an account on entry and these points accumulate over their time at the academy to enable them to earn certificates and they can also spend points they've earned on items from the school shop.

This simple system allows parents and children to see the impact of excellent choices within School and keeps them motivated by working towards the goal of certificates and prizes.

On entry, children are randomly put into one of four houses: GUTHLAC, COTTON, INGRAM, HUTCHINSON. Here their individual carrot points are totalled and go towards the House winning the House Cup at the end of the year. Children compete in a variety of inter-house tournaments and in Sports Days in these Houses.

This brings together the school community from across the year groups and develops the togetherness and champions the family spirit the school is all about.

Certificates and Carrot awards are celebrated weekly in the Whole School Celebration assembly.

11. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

12. Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the **Trusts Complaints Policy**.

This policy will be reviewed annually.