Behaviour policy

September 2026

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining consistently high standards of behaviour that reflect the values The Fullbrook Way - Work Hard, Be Kind & Be Ambitious
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition to:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

This policy reflects the expectation that schools create a culture where positive behaviour is taught, recognised and consistently reinforced. It also reflects the school's legal duties under the Equality Act 2010 to make reasonable adjustments for pupils with disabilities and to eliminate discrimination, harassment and victimisation.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to follow staff instructions
- Non-completion of classwork or homework
- Poor attitude
- Persistent lateness
- Truancy
- Inappropriate language
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives, penknives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images and items

- Any article 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)
- Dangerous or illegal substances and items including, but not limited to:
- Illegal drugs and narcotics (as well as legal highs)
- Offensive weapons and any form of firearms (imitation or real)
- Laser-pens

The following items are 'banned' and must not be brought into school:

- Solvents (including correction fluid)
- Excess Jewellery and non-uniform items
- Skateboards/scooters (or similar items)
- Chewing gum
- Aerosols

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- All forms of bullying are considered to be a very serious issue. Any form of bullying, (physical or verbal) is totally unacceptable in our school.
- Fullbrook has an Anti-Bullying Policy which is separate to this Behaviour Policy document. (This is in line with DfE Statutory guidelines and is available via the school website on www.fullbrook.surrey.sch.uk)

Fullbrook School recognises that bullying can have a significant impact upon attendance, wellbeing, mental health and educational outcomes. All allegations of bullying will be investigated promptly, proportionately and sensitively.

Where appropriate, restorative approaches may be used alongside sanctions. Restorative approaches will never replace appropriate sanctions where serious behaviour has occurred but may be used to rebuild relationships and reduce the likelihood of repeated incidents.

Prejudice Related Incidents

- Incidents will be recorded in the Prejudice Related Incidents Log (In line with the Single Equality Duty, Equalities Act 2010)
- All incidents will be reported to the Local Authority via the annual data collection system
- Incidents are sanctioned according to their severity.
- Further information is in Fullbrook's Equalities Policy and Single Equalitiy Scheme available on the school website www.fullbrook.surrey.sch.uk)

What is in place at Fullbrook to prevent Bullying?
• Anti-bullying week
• Anti-bullying tutor activities in the tutor programme
• Anti-bullying assemblies
• Cross curricular activities that promote anti-bullying
• External visitors who work with groups of students to promote different aspects of anti-bullying
• Eikon, a Surrey based charity that works to provide long term support for vulnerable young people located on Fullbrook site
• A zero-tolerance approach

5. Roles and Responsibilities

5.1 The Governing Board

Governors' Committee Responsible:

Governor Lead: Ms L O'Reilly
Nominated Lead Member of Staff: Ms D Still
Status & Review Cycle: Annual

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

The Governing Board will receive regular reports regarding behaviour, suspensions, exclusions, attendance, vulnerable groups and trends to ensure the policy is operating fairly and effectively.

5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Staff are expected to:

- deliberately teach expected behaviours
- use calm, consistent language when addressing behaviour
- model respectful relationships at all times
- recognise and reinforce positive behaviour more frequently than poor behaviour
- use de-escalation strategies before behaviour reaches crisis point where appropriate
- maintain high expectations whilst recognising individual needs
- follow the behaviour system consistently.

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school believes that positive partnerships with parents are central to promoting excellent behaviour. Parents are expected to work collaboratively with the school, recognising that consistent messages between home and school provide the greatest benefit to young people.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils are expected to take responsibility for their behaviour, contribute positively to the school community and understand that their choices have consequences for themselves and others. They should seek support from staff whenever they need help to meet the school's expectations. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Be ready to learn (see image 1)
- Show respect to members of staff and each other
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (see image 2)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Ready to Learn (image 1)



Fullbrook School Uniform (image 2)



6.1 Mobile Phones & Headphones

Mobile phones and headphones must be switched off and kept out of sight in bags (not in pockets or blazers) from the moment pupils enter the school grounds until 3:05pm.

If a pupil needs to contact home during the school day, they should do so through Student Services.

Parents who need to contact their child should telephone the school office.

The Department for Education is clear that restricting mobile phone use during the school day supports learning, improves behaviour and reduces bullying, distraction and safeguarding concerns.

Any pupil using a mobile phone or headphones during the school day without permission will have the item confiscated.

Refusal to hand over a confiscated item will be treated as failure to follow a reasonable instruction and sanctioned accordingly.

Confiscated items may be collected in accordance with the school's Mobile Phone Policy.

The school cannot accept responsibility for loss or damage to electronic devices brought onto site.
Smart watches capable of sending or receiving messages are treated in the same way as mobile phones and should not be used during the school day unless authorised by a member of staff for medical or educational reasons.

Medical exemptions

The school recognises that a small number of students may require access to a mobile phone or smart device to support the management of a medical condition or disability.

Exemptions will be considered on an individual basis and, where approved, will form part of the student's Individual Healthcare Plan (IHP), Education, Health and Care Plan (EHCP), or other agreed support plan.

See Mobile policy for more information.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour

- Using positive reinforcement

Adults should avoid confrontation wherever possible and seek to de-escalate situations before behaviour deteriorates.

Where behaviour falls below expectations, staff should separate the behaviour from the child, ensuring pupils understand that poor choices—not the individual—are being challenged.

7.2 Safeguarding

The school recognises that changes in behaviour may indicate unmet need, trauma, safeguarding concerns or mental health difficulties.

Whilst behaviour should always be challenged appropriately, staff should remain professionally curious and consider whether behaviour may be communicating that additional support is required.

Where safeguarding concerns exist, safeguarding procedures will always take precedence over behaviour sanctions.

Please refer to our child protection and safeguarding policy for more information
https://fullbrook.surrey.sch.uk/wp-content/uploads/2024/09/2024-2025Fullbrook-Child-Protection-Policy.pdf

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Awarding house points for **Achievement**, **Courage** or **Engagement**
- Rewarding a student for being **'student of the lesson**'
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or end of term assemblies
- Positions of responsibility, such as House Captain



7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:



- Letter or phone call home to parents/carers
- Issuing a detention
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Removal from lesson for the whole day (isolation)
- PSP – Pastoral Support Plan
- Suspension
- Permanent exclusion, in the most serious of circumstances

Behaviour Category	Outcome (sanction)
Removal (Lesson Removal) 3 x disruptive behaviour 1 x disrespectful behaviour	Same day after school detention until 4:15pm (if during periods 1-3). The detention will be scheduled for the day after if incurred during period 4.
Failure to Attend a Detention	• FTA 20min lunch detention = 1hr after school • FTA after school until 4:15pm = next day after school until 5:00pm • FTA 5:00pm detention = isolation the next day • FTA isolation = suspension (FTA = Failure to Attend)
Social Time log for poor behaviour	20-minute lunch time detention Isolation PSP – Pastoral Support Plan Suspension Exclusion (in extremely serious cases)
Late to school	X5 = 1hr after school detention (until 4:00pm)

Truancy from Lesson	Same day after school detention until 4:15pm (if during periods 1-3). The detention will be scheduled for the day after if incurred during period 4.
Uniform infringement – wearing incorrect school uniform, or wearing the school uniform incorrectly	X5 = 1hr after school detention (until 4:00pm)
Ready to Learn	X 5 = 1 hr after school detention (until 4:00pm)
Bullying	Refer to Head of Year Isolation Suspension Permanent Exclusion
Prejudice Related Incident	Refer to Head of Year Isolation Suspension Permanent Exclusion
Serious Misbehaviour	Refer to Head of Year Isolation Suspension Permanent Exclusion

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Committing an offence

Reasonable force will:

- only ever be used as a last resort
- use the minimum force necessary
- be used for the shortest possible time
- never be used as a punishment
- always preserve the dignity, safety and welfare of the pupil wherever possible.

Before using reasonable force, staff should, wherever practicable:

- use de-escalation strategies
- issue clear verbal instructions
- allow thinking time
- consider the pupil's age and understanding
- consider any known SEND, medical needs or trauma history
- seek assistance from another member of staff.

Following any incident involving reasonable force:

- the incident must be recorded on CPOMS before the end of the school day
- parents/carers should normally be informed on the same day
- the incident should be reviewed by an appropriate senior leader
- where appropriate, a restorative conversation should take place.

The school recognises that pupils with SEND or medical needs may require different approaches. Staff must always consider reasonable adjustments whilst maintaining the safety of all members of the school community.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Once a search in completed, it must be logged on CPOMS

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Pupils remain ambassadors for Fullbrook School whenever they are identifiable as members of the school community. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

Online behaviour is treated with the same seriousness as behaviour occurring in school. The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information
https://fullbrook.surrey.sch.uk/wp-content/uploads/2024/09/2024-2025Fullbrook-Child-Protection-Policy.pdf

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy https://fullbrook.surrey.sch.uk/wp-content/uploads/2024/09/2024-2025Fullbrook-Child-Protection-Policy.pdf

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break or after school during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff in their office or classroom for the remainder of the lesson, unless the behaviour may warrant a further sanction.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom via ClassCharts.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meeting with the class teacher, form tutor or Head of Department/Faculty
- Meeting with the Head of Year
- Short-term positive behaviour report cards
- Pastoral Support Plan
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on ClassCharts, along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Principal or Vice Prinicipals and only as a last resort.

Please refer to our exclusions policy for more information https://fullbrook.surrey.sch.uk/wp-content/uploads/2025/08/Suspension-Policy-Sept-2025-DRAFT.pdf

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that some pupils' behaviour may be influenced by a Special Educational Need or Disability (SEND). We are committed to maintaining high expectations for all pupils whilst ensuring that reasonable adjustments are made where appropriate to enable every pupil to succeed.

All pupils are expected to follow the Fullbrook Behaviour Policy. However, the school recognises its legal duties under the Equality Act 2010 (Equality Act 2010) and the Children and Families Act 2014 (Children and Families Act 2014) to make reasonable adjustments for pupils with disabilities and to secure the provision specified within Education, Health and Care Plans (EHCPs).

Where a pupil has an EHCP, Profile for Success or other identified SEND need, staff are expected to adapt their approach in accordance with the strategies outlined within the pupil's plan and advice provided by the SEND Department.

Behaviour should always be viewed within context. Whilst SEND does not excuse poor behaviour, staff should carefully consider whether the behaviour is a direct manifestation of the pupil's identified needs before determining the most appropriate response.

Behaviour as Communication
The school recognises that behaviour can sometimes be a form of communication.

Some pupils may communicate anxiety, frustration, sensory overload, trauma or unmet needs through their behaviour.

Where appropriate, staff should consider:

- whether the pupil understood the instruction;
- whether environmental factors contributed to the behaviour;
- whether reasonable adjustments had been implemented;
- whether the pupil was able to regulate their emotions;
- whether further support may prevent recurrence.

Considering these factors does not remove accountability but helps ensure that responses remain fair, proportionate and supportive.

Examples of Reasonable Adjustments
Reasonable adjustments may include, where appropriate:

- additional processing time;
- movement or sensory breaks;
- alternative methods of communication;
- visual prompts;
- adapted seating plans;
- check-in/check-out systems;
- modified behaviour targets;
- access to a safe regulation space;
- use of emotion regulation strategies;
- differentiated instructions.

Reasonable adjustments will always be considered on an individual basis and should not compromise the safety or learning of others.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

Where the answer suggests SEND significantly influenced the behaviour, sanctions may be adapted whilst still reinforcing expectations.

Consistency does not always mean treating every pupil identically. It means responding fairly whilst taking account of individual circumstances.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Where behaviour repeatedly causes concern despite appropriate support and consistent application of the Behaviour Policy, the school will consider whether there may be unidentified learning, communication, sensory or mental health needs.

This may include discussion with:

- parents/carers;
- SENDCo;
- Educational Psychologist;
- Specialist Teachers;
- Child and Adolescent Mental Health Services (CAMHS);
- Surrey Inclusion teams;
- other external agencies.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

Where behaviour results in repeated suspensions or significant concern for a pupil with an EHCP, the school will consider requesting an Interim or Emergency Annual Review where appropriate.

The aim is always to ensure the pupil receives the support required to remain successful within mainstream education wherever possible.

https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/help-and-support/contact

10. Supporting pupils following a sanction

The purpose of a sanction is to improve future behaviour, not simply to punish past behaviour.

Following any significant sanction, staff should seek to rebuild positive relationships whilst maintaining high expectations.

Support strategies may include:

- reintegration meetings
- restorative conversations
- mentoring
- report cards
  Pastoral Support Plan
- targeted pastoral intervention
- attendance support
- SEND support
- counselling or wellbeing support
- Eikon
- Child Wellbeing Practitioner
- Home School Link Worker
- external agency support

11. The Behaviour Pathway

The Behaviour Pathway provides a graduated response to supporting pupils whose behaviour requires additional intervention. The aim is to identify concerns early, provide timely support and reduce the need for more serious sanctions through collaborative working with pupils, families and external agencies where appropriate.

Number of Lesson Removals / Truancies	**Stage**
3	Telephone conversation between the pupil's tutor and the parents/carers
5	Tutor report
10	Head of Year report
15	Assistant Principal report
20	Pastoral Support Plan led by the Key Stage Lead
20+	Temporary Alternative Provision / Directed Off-Site Provision

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. Training

As part of their induction process and continuous development, our staff are provided with training on managing behaviour, including training on:

- Fullbrook Code of Conduct
- As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
    - The needs of the pupils at the school
    - How SEND and mental health needs can impact behaviour
    - Behaviour management will also form part of continuing professional development

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

- The school will collect data on the following:
    - Behavioural incidents, including removal from the classroom
    - Attendance, permanent exclusions and suspensions
    - Use of pupil support units, off-site directions and temporary alternative provisions
    - Incidents of searching, screening and confiscation
    - Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- The data will be analysed from a variety of perspectives including:

    - At school level
    - By age group
    - At the level of individual members of staff
    - By time of day/week/term
    - By protected characteristic
- The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Quality Assurance of this policy

- This behaviour policy will be reviewed by the Principal and governing committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data
- The findings from quality assurance activities will inform staff training, policy review and school improvement planning
- The school will fulfil its duties under the Equality Act 2010 by making reasonable adjustments for pupils with disabilities where appropriate.
- The school recognises that equality does not always mean treating every pupil in exactly the same way. Fairness sometimes requires different approaches in order to achieve equitable outcomes.
- No pupil will be disadvantaged because of their:
    - disability;
    - race;
    - religion or belief;
    - sex;
    - gender reassignment;
    - sexual orientation;
    - pregnancy or maternity
- The school will regularly review behaviour data to identify any disproportionality and take action where necessary.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Attendance Policy
- SEND Policy
- Equality Policy
- Exclusions Policy
- Mobile Phone Policy
- Online Safety Policy
- Relationships, Sex and Health Education Policy
- Staff Code of Conduct