



NUNTHORPE ACADEMY

Positive Behaviour Policy

Ethos:

As an Academy we believe that we should provide a safe, warm and pleasant environment for all learners in the Academy community. This environment should be one which maximises learning opportunities for the benefit of all learners.

Behaviour Peer Reviewer Quotes – January 2017

“What was very clear to me from my visit was that you have very good policies and procedures in place that helps to provide an excellent learning environment for your students. This was particularly apparent when I went on duty with you at break and saw the young people conducting themselves in an orderly manner in their social areas and then returning to their lessons under the careful supervision of your colleagues. Their behaviour was a credit to both themselves and the staff of the academy.”

Student Quality Assurance Behaviour Report (April 2017) quotes

“...school takes bullying very seriously, issues are dealt with “Students state” they are very clear about the standards and expectations, rewards and sanctions, and believe they are rewarded when appropriate”. Students feel “that staff are fair and follow the rewards and behaviour policy”.

External Visitors to the Academy quotes

“...I was hugely impressed with what you have built and as I was shown around the different departments I witnessed what I could only describe as joyous corridors and purposeful classrooms that created an atmosphere perfect in every way for learning. It is clear to see why OFSTED described your Academy as having a ‘vibrant, friendly atmosphere’ where ‘strong relationships flourish’...” (10 May 2016)

“...The academy is clearly a close community built on a strong ethos...” (May 2016)

“...It was so very heart-warming to meet such a lovely group and their parents and your school should be so proud of them, perfect ambassadors. I would like to wish them and your other pupils, who I am sure are equally polite, every success in their sports and academic challenges.” (26 May 2016)

Promoting High Expectations:

1. **Achievement Points** – These are used by all staff to reward such areas as excellent effort, academic achievement, excellent progress, mature behaviour, helping others, etc. Tutor Groups at the top of the ‘House League Table’ are rewarded and the highest scoring individual students will receive individual rewards as they hit key levels ranging from Q Jumper passes at break to High Street Shopping Vouchers.
2. **Governors Commendation Awards (Rising Stars)** – Each Department and House are asked to nominate a student each Term for excellent effort, improvement or attitude to learning for which they receive a certificate and badge at the Governors Commendation Evening to which their parents/carers are invited.
3. **Rewards Assemblies** – Are held at the end of each half term within each House to recognise and celebrate success. A variety of awards are given out based on excellent effort, progress and exemplary behaviour.
4. **Attendance/Punctuality Awards** - Separate awards are given for excellent attendance and punctuality with the ultimate prize of an iPad given out once a term across the academy (11-19).

5. **Communication with parents and carers**- Members of the pastoral and teaching teams send positive communications home to inform parents/carers of improvements made by students or simply to celebrate their achievements within the academy. They will also keep parents and carers fully informed of any behavioural and remedial actions taken via telephone calls, letters and emails.
6. **Student Voice** – The academy student council contribute to the day to day running of all aspects of the academy where they are given opportunities to contribute to new systems, identify needs and act as role models for the whole academy community.
7. **In the Classroom** – All staff are committed to providing a supportive atmosphere, based on mutual respect and improving motivation and confidence levels by the sensitive use of verbal praise and constructive written feedback in subject books. This level of support ensures that there is minimal disruption in lessons for minor behavioural reasons.
8. **Passport to the Prom** – All Y11's will have a Passport to the Prom at the start of Y11. However this Passport (invitation to attend) could be affected by a number of issues throughout the academic year (Refer to Appendix 5).

Focused Strategies to support Positive Behaviour:

A range of strategies are in place to encourage students to develop mature and responsible behaviour and to achieve/exceed their potential. These strategies are used in a consistent manner by all staff and only when alternative measures have been unsuccessful.

1. **Seating plans:** Seating plans are used to ensure that learning is able to be optimised. Students may be asked to move seat to allow learning of the class to continue.
2. **Behaviour Points on Class Charts:** Staff are required to log behavioural incidents on the academy database (Class Charts) so that patterns of behaviour can be monitored and parents/carers can be informed (where necessary) with appropriate reformative action being taken.
3. **Restorative Conversations:** A student may be required to attend at Break/End of School for up to 15 minutes with their class teacher where a restorative conversation will take place where there has been an issue in class.
4. **After School Detention:** A student may be required to attend an After School Detention for 30 minutes on a Thursday if they have failed or refused to attend for a restorative conversation or persistently fail to complete Homework.
5. **Pastoral Detention:** any student arriving late to the academy/persistently arriving without the correct equipment will serve a break time detention on the same or following day.
6. **Reports:** A small number of students may be placed on report by their Tutor/Assistant Pastoral Manager (APM)/Senior Pastoral Manager (SPM)/Y7 or Y11 Progress Leader (PL) or a member of the Senior Leadership Team (SLT) for more serious incidents. Daily targets are set for students on report and class teachers must complete the report to identify the achievement of these. Reports must be signed by the overseeing member of staff (Tutor/APM/SPM/SLT House Link/VP/Principal) and the parents/carer of the student on a daily basis.
7. **Contact home:** More serious misdemeanours or ongoing issues will result in contact home. Parents/carers are asked to attend meetings in the academy where necessary to address serious or persistent problematic behaviour.

8. **Mentoring within the academy day:** Small groups of students or individuals may be withdrawn from lessons to work towards specific targets with regard to improving their behaviour and work output in the academy. Recommendations for this support are made via the Pastoral team.
9. **Pastoral Support Programme (PSP):** Students identified as requiring additional support may be placed on our Pastoral Support Programme. However, before a student is placed on this, their parents/carers will be invited to a Pre-PSP meeting in order to discuss the specific types of support required.
10. **Alternative Education Base:** A small number of students who experience long-term problems with behaviour for learning in the wider academy and classroom settings, may be educated on a short-term basis in the Alternative Education Base. This facility will offer an alternative to permanent exclusion. Parents and carers are fully involved with the decision to support their child by inclusion in this facility and will be required to attend an entry and exit meeting with 6 weekly reviews.
11. **Permanent Exclusion:** This will only be used in the most extreme cases where all other options have been considered. All evidence will be presented to a panel of Governors prior to the exclusion meeting. The decision will be forwarded to the Local Authority (LA) and parents/carers will have the opportunity to appeal. The LA will be responsible for providing alternative education should a Permanent Exclusion be upheld. In line with the Academy Trust's Articles of Association and schemes of delegation, the decision to exclude will only be made by the Head of School and/or the Executive Principal. A decision to exclude a student permanently should only be taken: in response to serious or persistent breaches of the Academy's policy; and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy. Incidents which may result in Permanent Exclusion include; persistent poor and disruptive behaviour, acts of aggression/violence (actual or threatened) toward another student or a member of staff, criminal activity (which could range from supplying an illegal drug, sexual abuse or assault, possession of an illegal drug with intent to supply), possession of prescription drugs which have not been prescribed for the individual, damage to Academy property or behaviour which could place students/staff/or members of the public's health and safety at risk of significant harm (this would include the deliberate false activation of a fire alarm or carrying an offensive weapon). Please note that this is not an exhaustive list. For any student found intentionally carrying out any of the above, permanent exclusion will be considered.

All of the above run alongside the Behaviour Sanctions in place within the Academy (Refer to Appendix 1)

Nunthorpe Academy Behaviour Sanctions to support Positive Behaviour (in conjunction with 3 x Back to Basics Guidance – Appendices 2-4)

Level	Choice	Action	Consequence
ACADEMY SANCTIONS			
	Student demonstrates poor/inappropriate behaviour (initial non-compliance with Academy expectations)	VERBAL WARNING (VW)	NOT RECORDED
N1	Student continues to demonstrate poor/inappropriate behaviour despite having received a VW.	Student receives a SECOND WARNING	1 Behaviour Point (BPs) issued.
N2	Student continues to demonstrate poor/inappropriate behaviour despite receiving both a VW and a SECOND WARNING	Student receives a FINAL WARNING	2 BPs issued and student is required to <u>Move Seats</u> as directed by the class teacher and attend at Break/End of School for up to 10 minutes <u>restorative conversation</u> with their class teacher. Refusal to attend this will result in an After School Detention for 30 minutes on a Thursday.
N3	Student continues to undermine the learning of their peers despite receiving 3 warnings at this stage.	Student will be: 1. Sent to the Department Removal Room for the remainder of the lesson. 2. expected to complete work SET BY THE TEACHER 3. expected to return the work to the teacher at the end of the lesson	3 BP's Sent to the Department Removal Room. The Class teacher will contact parent/carer within 48 hours to discuss the issues
N4	Student continues to undermine the learning of their peers in the removal room/is involved in a serious incident/refuses to move to the removal room.	BfL will be called and student will be: 1. taken to Isolation (ISO) for the remainder of the day.	Student will remain in ISO until 3.10 pm. Contact home made by ISO staff to inform parents/carers. In the case of a more serious incident the consequence may jump to N5-N10

N5	A student receives 2+ BfLs in one week/demonstrates a significant rise in BPs/is found to be truanting/refuses to attend After School detention/is caught smoking/refuses to hand over mobile phone/is the aggressor in a bullying situation/commits a minor theft/uses racist, homophobic or discriminative language or has continued non-compliance with Academy rules and Expectations	Staff member logs this on Class Charts (under N5) with a relevant commentary on the incident.	Student spends time in ISO – time dependant on the reasons for being placed in there (Pastoral team to decide). The timetable for a day in ISO will run from 8.30 am until 3.10 pm APM to have a parental meeting to discuss the issues. This will be a Pre Exclusion Meeting (PEM) for Repeat Offenders (RO's) or for more serious offences
N6	Student is involved in a serious incident (verbal abuse of/threats to a member of staff/peer, assault of peer or staff, vandalism/criminal damage) or has an accumulation of poor/ inappropriate behaviour/has 2+ BfLs in one day/continues to refuse to comply with a request from a member of staff/swears at a member of staff.	Incident is logged on SIMs by the relevant member of staff (Pastoral teams/Inclusion Officers/SLT) and time to be served in ISO is agreed by SLT. The timetable for a day in ISO will run from 8.30 am until 3.10 pm.	Student serves time in ISO (2-5 days). An Entry meeting is held with parents/carers and a member of the Pastoral team where the reason for the time in ISO is discussed with targets set for future behaviour. Refusal to go to ISO or to comply with rules/expectations whilst in there will result in the student being sent home for a half day FTE, to return for an ISO Entry Meeting with their SPM and their parents/carers
N7	A student repeats the same poor behaviour as at N6 or is involved in a more serious incident (fighting, violent misconduct, serious incident of vandalism/criminal damage, more serious theft, is involved in the use of/or is in possession of illegal substances/weapons)	Incident is logged on SIMs by the relevant member of staff (Pastoral teams/Inclusion Officers/SLT) and time to be served as a Fixed Term Exclusion (FTE) is agreed by VP/P.	Student is given an FTE (3-5 days). A re-admission meeting is held with the SLT House Link, parents/carers and a member of the Pastoral team where the reason for the FTE is discussed with targets set for future behaviour.
N8	A student persistently fails to respond to all sanctions/consequences, has had lengthy or multiple FTE's and various intervention strategies put in place and yet continues to demonstrate non-	The student and their parents/carers will be asked to attend a Pupil Disciplinary Committee	The student improves their behaviour and no further consequences are necessary; or they do not improve and alternative education is sought or

	compliance with the expectations of Nunthorpe Academy.		they are given a Permanent Exclusion.
N9	<p>Student continues to demonstrate seriously poor behaviour despite attending a Governors Disciplinary Hearing.</p> <p>Student commits serious or persistent breaches of the Academy's policy; and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.</p>	Student is referred to the Head of School and Vice Principal.	Student may be referred to an Alternative Education Provider or be Permanently Excluded.

Form time expectations for all

- Staff arrive at form rooms at 12.00 or 12.30 – greet students at door
- Formal start – students lined up outside (or stood silently behind chairs if no space on corridor)
- Standards checked daily. Zero tolerance and BP to be applied. No make-up for KS3, discreet foundation only for KS4 – uniform/planner/pencil case/make-up.
- Formal invite to be seated
- Register taken
- A student is late once you have formally seated all students and taken the register - mark late. Add BP in Class Charts.
- Supply of daily planner sheet/reports etc to be kept in form room and issued (students directed to student reception and opening times for missing equipment)
- Set up planner for the week, no graffiti, weekly reflection
- SPM/APM undertake learning walks
- Consistently applied expectations
- Students running activities so time for 1:1 with students
- Complete daily activity as per House timetable
- Monitoring of AP, BP (18 BP per half term = Tutor Report), Attendance and Punctuality (refer to 'Positive Behaviour Policy')
- Leave students ready to learn
- Formal finish
- Students silent behind chairs and dismissed by tutor (check for flow of students on the corridor)
- Calm purposeful exit

Punctuality Expectations

- SPM/APM - One person from ISO will go to the front of school between 8:40am-9:00am to record lates and have restorative conversations with students. One of the SLT on BFL will also be at the front of school.
- At 9:00am a text message will be sent to the late students - co-ordinated in ISO.
- 3 Lates per half term = Thursday after school detention
- +3 Lates per half term = 1 Full day in ISO
- Another 3 Lates per half term - Thursday after school detention
- +3 Lates per half term - 2 Full days in ISO
- Pattern repeats.

- At Oct half term and Feb Half term Punctuality letters are sent home.
- BP's are monitored and restorative conversations happen in tutor time each day when necessary.

Lesson time expectations for all

- Staff arrive at rooms on time and greet students at door
- Formal start – students lined up outside (or stood silently behind chairs if no space on corridor)
- Punctuality Bell at 8.40am – signifies late to the academy day – mark late
- Formal invite to be seated in teacher directed seating plan
- Register taken
- Standards (use laminated standards check list) zero tolerance and BP) to be applied
- Consistently applied expectations
- QA expected when requested by the teacher (3,2,1)
- Structure and routines established.
- Complete daily learning as per LTP/MTP/lesson plan – lessons should be planned for the students in the lesson
- All students should engage with learning to the best of their ability
- Award AP for students going beyond and PIP
- Award BP for students not meeting expectations RIP
- No student should leave a lesson without permission and without a note in their planner explaining the reason
- Mobile phones should not be seen or heard. Please confiscate the phone if this is not the case and hand in at main reception for the parent/carer to collect
- Leave students ready to move on and learn in the next lesson
- Formal finish
- Students silent behind chairs and dismissed by teacher (check for flow of students on the corridor)
- Calm purposeful exit

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- BP's are monitored and restorative conversations happen in tutor time each day when necessary.

Social time expectations for all

- Staff arrive at duty stations on time; greet and interact with students whilst on duty. Support colleagues.
- AM – students to remain in central area (covered way/dining room) until 8.20am when staff are on duty (8.30am on Monday for staff briefing)
- Students should be challenged for:
 - Running in inside spaces or on corridors
 - Not following the one way system
 - Not lining up in single file sensibly
 - Using inappropriate or derogatory language
 - Dropping litter
 - Being unkind or inconsiderate of others personal space
 - Excessive volume/gang mentality
 - Eating on the corridors
 - Chewing gum
 - Not following Standards (e.g make up reapplied at break, replacing earrings, etc)
 - Not sitting down in quads and dining spaces, not giving up seats for those needing to eat when they have finished
- Consistently applied expectations
- Structure and routines established.
- Award AP for students going beyond and PIP
- Award BP for students not meeting expectations RIP
- Mobile phones should not be seen or heard. Please confiscate the phone if this is not the case and hand in at main reception for the parent/carer to collect
- Encourage students to leave social spaces 5 minutes before the next lesson. 10 minutes on the field. Students should be moved on and ready to learn in the next lesson

PASSPORT TO THE PROM 2019

Nunthorpe Academy will be hosting a special event to celebrate the end of the academic year. Your 'Passport to The Prom' will recognise and reward the achievements and efforts that you make during this special year at Nunthorpe Academy. It is important to stress that attendance at the Prom is a **reward** for our students.

An electronic 'Passport to The Prom' will be kept by your Pastoral Managers/AVP Pastoral which records your achievements, efforts and progress throughout the year. You will gain a regular update and if you are at risk of not being allowed to attend then your parents/carers will receive an update. The 'Passport to The Prom' will start running from Monday 2nd of July 2018 and continue across the academic year until Friday 5th April 2019.

HOW WILL IT WORK?

All students start on 50 points and the amount needed to attend the Prom is 100. Therefore everyone is invited and we have given you half of the amount you need! You will gain points for positive outcomes during year 11 and you will lose points for negative outcomes during year 11. There will be no nasty surprises.

Cautionary note!!!!

Remember you will need to use the section in your planner to record any intervention/ extracurricular sessions attended and get the supervising member of staff to sign it. This must be completed every Half Term (HT) as you will not be permitted to go back to ask for this to be done. It is your responsibility to ensure these sessions are signed off by your SPM/APM/ or the AVP Pastoral every HT.

HOW DO I GAIN POINTS?

Actions that gain Prom Points	Points (per HT)	Person Responsible
Receive More than: 50 APs per HT	2	AVP
100 APs per HT	3	AVP
200 APs per HT	4	AVP
300 APs per HT	5	AVP
Praise Postcard/Letter Home	3	Student to show APM/ SPM/AVP
Student of the Month Nomination	4	APM/SPM
HoH/PM/HOD Commendation	5	APM/SPM
SLT Commendation	7	APM/SPM
Governor's Award	10	APM/SPM
Continued attendance (approx. 8 sessions per HT) at revision sessions/clubs (if invited and at the discretion of the HoH/PM)	5	Student to get planner signed and show to APM/SPM/AVP
On-going support of others (e.g. Buddy/Mentor/Academy Council/BIGs)	5	APM/SPM/AVP
Commitment to extra-curricular activities (eg sporting, drama)	5	AVP
Attendance per HT: 100%	5	AVP
Punctuality per HT (number of Lates): 0	5	AVP
1	3	AVP

Homework record per HT (number not completed) 0 1	5 3	AVP
All Greens in your Interim Reports	5 (per Interim Report)	AVP
Attendance at Post 16 Open evenings/interviews (evidence of attendance will be required to be shown eg a letter from the organisers of the event, programme from the event or a photo taken at the event.)	3 (per attendance) +1 for every one over 3	Student to show evidence to APM/SPM/AVP
Work experience success: - Approved completion of WEX Booklet or Positive Statement from WEX Placement - Both of the above	2 5	AVP AVP

HOW DO I LOSE POINTS?

You will lose 1 Prom Point for every Academy Behaviour Point that you receive.

BENEFITS IF YOU PERFORM WELL?

- There will be a termly prize draw for a free Prom ticket per House for those students who are performing well and who have received a set amount of positive prom points (40 points) for that term.

All final decisions on attending are decided by the Head of School, SLT and the Pastoral Teams. Like all other decisions made at the Academy individual circumstances will always be taken into account.

The Prom is on the 27 June 2019 at Gisborough Hall details and cost will be confirmed closer to the time.

REPORTS		
Level	Expectations	Consequences
Tutor	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them • Signed by every teacher • Progress/behaviour discussed with tutor on a daily basis 	<ul style="list-style-type: none"> • APM/SPM Report
APM/SPM	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them • Signed by every teacher • Progress/behaviour discussed with APM/SPM on a daily basis • Contact parents to discuss any concerns arising whilst on report 	<ul style="list-style-type: none"> • After School Detention for failed report/poor lesson/not meeting majority of targets • Parental Meeting • Possible extension to reporting period • SLT House Link Report
Y7/Y11 Progress Leader	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them • Signed by every teacher • Progress/behaviour discussed with Y7/Y11 PL on a daily basis • Contact parents to discuss any concerns arising whilst on report 	<ul style="list-style-type: none"> • After School Detention for failed report/poor lesson/not meeting majority of targets • Parental Meeting • Possible extension to reporting period • SLT House Link Report
SLT House Link	<ul style="list-style-type: none"> • APM/SPM contacts Parents/Carers to inform them • Signed by every teacher • Progress/behaviour discussed with SLT Link on a daily basis • Hold a parental meeting to discuss any concerns arising whilst on report • Pre exclusion Meeting (PEM) held where deemed necessary 	<ul style="list-style-type: none"> • ISO • PEM • VP/P Report • FTE
VP/P	<ul style="list-style-type: none"> • Future Options Meeting with Parents/Carers • Signed by every teacher • Progress/behaviour discussed with VP/P on a daily basis 	<ul style="list-style-type: none"> • FTE • Managed Move • Alternative Education • Pupil Disciplinary Committee – possibly leading to Permanent Exclusion