



## **Ready Respectful Safe**

### **Ethos:**

**The simple message of READY, RESPECTFUL, SAFE is promoted at every opportunity and used throughout all aspects of life within the academy.**

At the core of our ethos are the valued positive relationships between staff and students and we are proud of our friendly and purposeful atmosphere. Acknowledging and rewarding excellent behaviour, hard work, personal responsibility and participation are all integral to our high levels of achievement. This Policy sets out to ensure that all students are able to access our vision.

### **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. Students have the opportunity to use their reward points over the academic year to ‘purchase’ items and Q Jumper passes at break/lunch times or High Street Shopping Vouchers from student services.
2. **Senior Leadership Team (SLT) Commendation – Awarded for going above and beyond – anyone can nominate any student for this reward at any time if they feel they are deserving.**
3. **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. Parents/carers are invited to this evening.
4. **Star Student** – Each half term each tutor will nominate a tutee for star student. All twelve responses will be recognised with one overall Star Student for each House.
5. **Rewards Assemblies** – Held at the end of each term within each House to recognise and celebrate success. A variety of achievement points are given out based on excellent effort, progress and exemplary behaviour.
6. **Attendance/Punctuality Awards (maintaining attendance above 96%)** - Separate awards are given for excellent attendance and punctuality with the ultimate prize of a Kindle, given out once a term across the academy (11-19). There is also an annual ‘trip’ to celebrate attendance above 98% with no more than 5 lates across the academic year.
7. **Communication with parents and carers** – All members of staff are encouraged to communicate via parents preferred method of communication, phone, text, email, letter, Class Charts to celebrate the successes of their child(ren) at the academy. Annual Parental Review Evenings (PRE) are held for each year group with their subject teachers to discuss positives and any areas for development to ensure the student is reaching or exceeding their potential. Parents are encouraged to email teachers whenever they have a concern rather than waiting until a PRE.
8. **Student Council and Student Voice** – The academy’s student council contribute to the day to day running of aspects of the academy. They are given opportunities to contribute to new systems, identify needs and act as role models for the whole academy community. All students are encouraged to be a part of this team or contribute their views via regular student surveys.



9. **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.

### **Focused Strategies to support Positive Behaviour:**

A range of strategies are in place to encourage students to develop mature and responsible learning behaviours which allow all students to achieve their potential, both academic and socially and emotionally.

1. **Seating plans:** Seating plans are used to ensure that learning is optimised through targeted supported peer arrangements.
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. These will be logged as Verbal Warning VB; N1, N2, N3 (Appendix flow diagram)
3. **Whole Academy Detention:** A student may be required to attend a whole academy detention for 60 minutes (3:00pm – 4:00pm). The student will usually be given 24 hours notice of a detention. Failure to attend the whole academy detention or failure to comply with the expectations in the detention will result in a day in Isolated Learning (Appendix flow diagram)
4. **Behaviour For Learning (BFL - on call):** If a student has worked through the verbal warning, N1 – N3 section and fails to comply BFL will be called to remove the student from the room and place them in Isolated Learning for the remainder of the day until 4:00pm.
5. **Isolated Learning:** A student may be required to spend time in Isolated Learning. This sanction is used if a student is BFL'd from a lesson or demonstrates the behaviour noted in the Behaviours and Sanctions grid below. Isolated Learning runs from 8.30am to 4:00pm. Whilst in Isolated Learning the student is expected to complete work and comply with the expectations in Isolated Learning whilst reflecting on what has happened and how to avoid a repetition. Refusal to complete Isolated Learning and/or failure to comply with the expectations within Isolated Learning will result in a Fixed Term Exclusion. On return to the Academy, after a readmission meeting with parents/carers, the student will complete the initial Isolated Learning sanction.
6. **Fixed Term Exclusion:** More serious or persistent breaches of the academy behaviour policy may result in a student receiving a Fixed Term Exclusion. After each Fixed Term Exclusion, a readmission is scheduled to allow Academy leaders to meet with the parent/carer and the student.
7. **Governors Disciplinary Panel:** For students who meet or exceed 15 days of Fixed Term Exclusion within any one term, the governors will meet with the family, Head of School and relevant Pastoral Manager to discuss the latest exclusion. This is designed to enable next steps going forward to support the student and to prevent a permanent exclusion.  
**Permanent Exclusion:** This will only be used in the most extreme cases where all other options have been considered. 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 will 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.

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Incidents which may result in Permanent Exclusion are listed in the grid below. Please note that this is not an exhaustive list.

8. **Reports:** For some students monitoring in the form of a report card can promote positive behaviours. Students can be placed on report card by their Tutor/Assistant Pastoral Manager (APM)/Senior Pastoral Manager (SPM)/Year 7 or Year 11 Progress Leader (PL). If improvements are not made a student will be placed on formal monitoring and they will attend a weekly meeting with their pastoral team or a member of the Senior Leadership Team (SLT). The Report Card allows a teacher to report a student's attitude to learning grade (1,2,3 or 4) and is stapled into a student's planner. A student on formal monitoring could be placed on a Pastoral Support Program.
9. **Contact home:** More serious misdemeanours or ongoing issues will result in contact home. Where necessary, parents/carers are asked to attend meetings in the academy to address serious or persistent problematic behaviour.
10. **Pastoral or Thrive Intervention within the academy day:** Small groups of students or individuals may be withdrawn from lessons to work towards specific targets to improving their behaviour and work output in the academy. Recommendations for this support are made via the Pastoral team.
11. **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 support required.
12. **Alternative Education:** A small number of students who experience long-term problems with behaviour for learning in the wider academy and/or classroom settings, may be educated on a short-term basis in the Thrive Room. This facility will offer an alternative to permanent exclusion. Parents/carers are fully involved with the decision to support their child in this facility and will be required to attend an entry and exit meeting along with 6 weekly review meetings. For some students all academy based resources and provisions have been utilised without impact and full time education is no longer appropriate at the academy. Therefore more long term provisions can be applied for by the academy through the relevant Local Authority to support those at risk of permanent exclusion.

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Nunthorpe Academy's Classroom Sanctions (including tutor time) within lessons and expectations on staff.

Incidents of Behaviour	Academy Behaviour Level	Actions/Response
First instance of undesirable behaviour	Verbal Warning (VW)	Verbal warning VW (noting the name of the student on the board)
Second instance of undesirable behaviour	N1	<b>Student is issued 1 Behaviour Point.</b> Student has N1 wrote next to their name on the white board. The member of staff explains why the point was issued and warns the student that any future behaviours will result in another behaviour point.
Third instance of undesirable behaviour	N2	<b>Student is issued 2nd Behaviour Point.</b> Student has N2 wrote next to their name on the white board. The member of staff explains why the point was issued and warns the student that any future behaviours will result in another behaviour point.
Fourth instance of undesirable behaviour	N3	<b>Student is issued 3rd Behaviour Point and <u>final warning</u> and Whole Academy Detention.</b> Student has N3 wrote next to their name on the white board. The member of staff explains why the point was issued and warns the student that any future behaviours will result in a Behaviour for Learning (BFL) call. A detention is issued for the following day. Isolated Learning
Continued instance of undesirable behaviour	BfL	<b>Student removed from lesson and taken to Isolated Learning to reflect on their behaviour.</b> The student will remain in isolated learning for the rest of the day and until 4:00pm. Isolated Learning Isolated Learning

### Behaviour Tariff

The table below displays the categories associated with poor behaviour choices and the number of behaviour points associated with that behaviour.

Following a verbal warning a student will receive 1 behaviour point and/or then 1 additional behaviour point for every new poor behaviour choice demonstrated.

Once a student triggers three behaviour points in one lesson, they are given a final warning to improve their behaviour before On Call (BFL) are contacted. If poor behaviour continues the student is removed to Isolated Learning until 4:00pm.

OFFICIAL POLICY FOR  
**Behaviour Policy 2020/21**  
**(Statutory)**



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1 Behaviour Point		Uniform/Make Up Issue Inappropriate Behaviour Quality Audience Relationships Failure to comply with a Lack of Effort Homework Lack Of Organisation Phone misuse Dropping Litter
1 Behaviour Point and Whole Academy Detention		Late to lesson
3 Behaviour Points (Linked with Whole Academy Detention 3:00 - 4:00pm)		Out of Bounds Break/Lunch Corridor Behaviour/Refu Lack Of Equipment/Plar Homework → Recorded by the tutor only
Behaviour for Learning (BFL)	3 Behaviour Points	BFL Intimidating BFL Dispute BFL Disruption BFL Walking Off/Truancy
Isolated Learning (ISO)	4 Behaviour Points	Racist Comments Failed Whole Academy Smoking/Vaping On Site (1st Truancy 15-20Bpts 1day 21-29Bpts 2Days 30+Bpts 3Days Isolation (Other) → e.g. Physical Altercation
Fixed Term Exclusion (FTE)	5 Behaviour Points	-5 Swearing at a Staff -5 Failure to -5 Possession of Drugs and/or -5 Verbal Abuse -5 Refused Isolation -5 Vandalism or Damage to -5 Bullying (Any Form) -5 Homophobic or Racist -5 Refuse SLT request

Other Behaviours and Sanctions

The list below is not exhaustive and the academy reserves the right to apply the sanction which is deemed most appropriate.

Behaviour	Possible Sanctions	Imposed by
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<ul style="list-style-type: none"> <li>• Failure to comply with a reasonable request.</li> <li>• Silliness/boisterousness on corridors.</li> <li>• Uniform misdemeanour.</li> <li>• Late for a lesson without a valid note (professional judgment).</li> <li>• No planner (form tutor sets detention).</li> <li>• Lacking equipment (including PE and D&amp;T 'kit').</li> <li>• No pencil case - all stationary should be held in a pencil case – clear for KS4. (form tutor to complete detailed equipment check)</li> <li>• Missing a homework more than once.</li> <li>• Dropping litter and refusing to pick the litter up.</li> <li>• Going out of bounds at break or lunch.</li> <li>• Use of foul and derogatory language towards another student.</li> </ul>	<p>Whole Academy Detentions for one hour 3:00pm to 4:00pm.</p>	<p>Any member of staff (do not change date set – multiple detentions will be sanctioned by the Pastoral team)</p> <p>This will be recorded on Class Charts. When recording an out of lesson time detention please add reason in the notes</p>
<ul style="list-style-type: none"> <li>• BfL from a lesson.</li> <li>• Refusal to attend, or poor behaviour in whole Academy detention.</li> <li>• Persistently demonstrating behaviour warranting a detention (see above behaviours).</li> <li>• Truancy.</li> <li>• First offence – Smoking/vaping on site.</li> </ul>	<p>1, 2 or 3 days in Isolated Learning.</p>	<p>AVP Behaviour, HoS and Executive Principal.</p> <p>This will be recorded on Class Charts and a Pastoral Lead will contact parents/carers.</p>
<ul style="list-style-type: none"> <li>• Failure to comply with a reasonable request from a senior member of staff.</li> <li>• Refusing to complete Isolated Learning sanction.</li> <li>• Poor behaviour in Isolated Learning/refusal to complete work in Isolated Learning.</li> <li>• Verbal abuse of staff, other adults.</li> <li>• Directly swearing at a member of staff.</li> <li>• Failure to comply with the requirements of the Behaviour Policy.</li> <li>• Wilful vandalism/damage to property.</li> <li>• Homophobic or racist bullying.</li> <li>• Repeated offence of smoking/vaping on site.</li> <li>• Bullying, including online/cyber bullying.</li> <li>• Theft.</li> <li>• Making a false allegation against a member of staff.</li> <li>• Behaviour which potentially brings the Academy name into disrepute.</li> <li>• Persistent defiance or disruption.</li> <li>• Minor assaults or fighting that is not premeditated or planned.</li> <li>• Other serious breaches of academy rules.</li> </ul>	<p>Fixed Term Exclusion for either 1, 2, 3, 4 or 5 days.</p> <p>If a student triggers 15 days FTE in a term this will result in a PDC with Governors.</p> <p>Persistent accrual of FTEs could result in a Permanent Exclusion.</p> <p>Referral to external agencies where appropriate</p>	<p>HoS and Executive Principal.</p> <p>This will be recorded on Class Charts and a readmission meeting will be arranged with the parent/carer.</p>

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<ul style="list-style-type: none"> <li>• Sexual harassment (KCSIE 2020)</li> <li>• Up skirting (KCSIE 2020)</li> <li>• Sexual assault (KCSIE 2020)</li> <li>• Possession of drugs, drug paraphernalia and/or alcohol related offences (KCSIE 2020)</li> </ul>	<p>Fixed Term Exclusion for either 1, 2, 3, 4 or 5 days.</p> <p>If a student triggers 15 days FTE in a term this will result in a PDC with Governors.</p> <p>Persistent accrual of FTEs could result in a Permanent Exclusion.</p> <p>Possible permanent exclusion</p> <p>Referral to external agencies where appropriate</p>	<p>HoS and Executive Principal.</p> <p>This will be recorded on ClassCharts and a readmission meeting will be arranged with the parent/carer.</p> <p>A PDC will be held for Governors to consider the Head of School's decision.</p>
<ul style="list-style-type: none"> <li>• Serious actual or threatened physical assault against another student or a member of staff.</li> <li>• Carrying an offensive weapon or an item that could be used as an offensive weapon.</li> <li>• Making a malicious serious false allegation against a member of staff.</li> <li>• Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.</li> <li>• Repeated verbal abuse of staff.</li> <li>• Persistent disruption and defiance that may, or may not, be directly linked to the Behaviour Policy.</li> </ul>	<p>Permanent Exclusion</p> <p>Referral to external agencies where appropriate</p>	<p>HoS and Executive Principal.</p> <p>A PDC will be held for Governors to consider the Head of School's decision.</p>

**NB. A small identified number of students with SEN are entitled to 'reasonable adjustments'. They will receive sanctions for their actions but these will be reasonably adjusted at the discretion of the Head of School and Executive Principal.**

A classroom teacher's role is to address the needs of the student in the classroom, using the Learner Passport, SEND Digest and knowledge of the student; and then to apply Verbal Warning, N1, N2, N3 and set detention as required.



If BFL is called to remove a student from the lesson any 'reasonable adjustment' required here to allow the student to successfully complete their sanction will be applied. E.g. Inclusion or Thrive until 4:00pm.

FTE will be at the HoS discretion to meet the needs of the student's plans in place. These will be written into parental letters to ensure communication is clear and the reason for adjustment made.

Phones, and other similar devices, are to be turned off and 'out of sight' when the student walks through the school gate until they leave the site at the end of the day. Any student not following this expectation will have their phone taken from them and it will be placed in the Academy safe until it is collected by a parent/carer. An appropriate sanction will also be issued to the student depending on the severity of their 'phone misuse'.

## Covid-19: Behaviour policy amendments July 2020

The following amendments have been added in response to the ongoing Covid-19 risk.

**Our ethos of READY, RESPECTFUL, SAFE is especially relevant within the context of social distancing when we return to the academy to safeguard each other and support each other's social, emotional and mental health in these unprecedented times. We all need to be spatially responsible and socially aware.**

**These amendments do not replace any other part of the behaviour policy but are additions to reflect the change in practice that all will have to adopt in the coming weeks and months. These amendments have been created to maximise the health and safety of staff and students and have been written using the following government guidance:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-2-school-operations>

**This aspect of our policy will be reviewed on a rolling basis to reflect the changing landscape. We will be reviewing all aspects of the academy on a weekly basis- 16<sup>th</sup> July 2020**

Behaviour	Possible Sanctions	Imposed by
<p><b>Failure to comply with social distancing</b></p> <p><b>Failure to stay in designated areas</b> Students will be working in assigned spaces to reduce movement across the school site. This will include</p>	<p>1<sup>st</sup> offence: verbal warning from member of staff and a reminder of meeting the academy expectations surrounding covid-19 safety.</p> <p>2<sup>nd</sup> offence: 1 behaviour point is issued.</p>	Teachers, pastoral managers



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<p>designated areas for lunch and break when this is permissible</p> <p><b>Non- compliance with systems in place for safe movement around the school building and site.</b></p> <p><b>Failure to maintain general hygiene expectations</b> Use of hand sanitiser/ hand washing</p> <p><b>Dropping Litter</b> Deliberately leaving waste products and not using the allocated bins or refusing to pick up your own litter. This includes the safe and appropriate disposal of face masks.</p>	<p>3<sup>rd</sup> offence: 2<sup>nd</sup> behaviour point issued and a further reminder of expectations, next offence will require BFL.</p> <p>4<sup>th</sup> offence: BFL called, Student is placed in Isolated Learning.</p> <p>Persistent breaches of compliance will result in parent/carer consultation and a risk assessment undertaken.</p> <p>.</p>	<p>SLT/Pastoral team</p> <p>SLT/pastoral team</p>
<p><b>Deliberate coughing/coughing at another person.</b></p> <p><b>Spitting/spitting in the direction of another person</b></p>	<p>Student is immediately taken to Isolated Learning.</p> <p>Parents/carers called and the student is issued a Fixed Term Exclusion.</p> <p>Relevant authorities informed where appropriate.</p> <p>Parents/carers and student attend readmission meeting (virtual where appropriate) and a risk assessment for that student is completed.</p> <p>Possible permanent exclusion following investigation or continued non-compliance of the expectations surrounding covid-19 safety.</p>	<p>SLT, Head of School, governing body</p>
<p><b>For students who are travelling independently to and from school to behave in</b></p>	<p>Verbal warning</p> <p>Parental phone call</p>	<p>Teachers</p> <p>Pastoral managers</p>



<p><b>a manner which is appropriate for the current climate created by Covid-19 and to not bring the academy into disrepute.</b> Following government guidelines regarding:</p> <ul style="list-style-type: none"> <li>• Groups and social distancing whilst in uniform.</li> <li>• Face masks and correct and appropriate usage whilst in uniform</li> <li>• Conduct on public transport whilst in uniform.</li> <li>• Conduct in the community whilst in uniform.</li> </ul>	<p>Where appropriate refer to relevant authority</p> <p>Persistent breaches of compliance will result in parent/carer consultation and a risk assessment undertaken.</p>	<p>SLT</p>
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**Students who are showing symptoms, as listed by NHS guidance (high temperature; new and lasting cough; loss and/or change in taste and smell) will be isolated. Parents and carers will be called and the student will need to be collected. It is essential that contact numbers are up to date and a minimum of 2 provided. The student (and family members from the same household) will not be able to return to school until either evidence of a negative test result for covid-19 or 7 days self-isolation following a positive test or 14 days of continuous self-isolated Learning where a family member tests positive.**

**Students showing non covid-19 symptoms will follow the existing attendance policy- section 6.**

**Whole Academy Detention**

**This continues to take place at the immediate end of the academy day, but timings are adjusted to meet the covid-19 amendments to the academy day. The timings of Whole Academy Detention are as follows:**

**Year 7: Academy finish time- 2.40pm, detention finish time 3.40pm**

**Year 8: Academy finish time- 2.50pm, detention finish time 3.50pm**

**Year 9: Academy finish time- 3.00pm, detention finish time 4.00pm**



**Year 10: Academy finish time- 2.50pm, detention finish time 3.50pm**

**Year 11: Academy finish time- 3.00pm, detention finish time 4.00pm**

### **Isolated Learning**

**Isolated Learning will run from 9.10am to 4.00pm daily. Any student receiving a BFL will need to stay until 4.00pm. Parents/carers will be contacted to inform them of this. If a student is booked into Isolated Learning they should attend Tutor time as normal and they will be collected by a member of the Pastoral Team. Students will remain in Isolated Learning until 4.00pm. Parents/carers will be contacted if this happens.**

### **Form time expectations for all:**

- Formal start – students line 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. Organisation BP applied and note in planner/forgotten planner page issued where appropriate.
- Formal invite to be seated.
- Register taken.
- If student is late (not in the tutor room or assembly hall) once the bell has sounded you mark late. Add BP in Class Charts and a whole Academy detention issued..
- Set up planner for the week, no graffiti, weekly reflection.
- SPM/APM/Progress leaders/SLT Link undertake learning walks.
- Consistently applied expectations.
- Students running activities so time for 1:1 with students.
- Complete daily activity as per pastoral curriculum
- Monitoring of AP, BP (15 BP per week = Report card), Attendance and Punctuality (refer to 'Academy 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.

### **Lesson time expectations for all:**

- Staff arrive at rooms and greet students at door (where applicable).
- Formal start -invite to be seated (where applicable)
- Register taken.
- Students arriving late to lesson will be marked as Late on the register and a whole school academy detention is issued via Class Charts.
- Standards, zero tolerance and BP to be applied.(not for planner or pencil case)
- Consistently applied expectations.
- Quality Audience expected when requested by the teacher (3,2,1).
- Structure and routines established.

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- Complete learning as per CPM/Medium term planning – 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 expectations.
- Award BP for students not meeting expectations as per the Classroom sanctions grid above.
- No student should leave a lesson without permission and without a note in their planner explaining the reason.
- Formal finish.
- Students silent behind chairs and dismissed by teacher (check for flow of students on the corridor where applicable)
- Calm purposeful exit (where applicable)



## **Punctuality Expectations:**

- Class teachers to report lateness on SIMS and Class Charts selecting the 'Late to Lesson' icon in negative behaviour. A whole academy detention should be issued for lateness as per the Behaviour and sanctions grid above.

## **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 expectations.
- Award BP for students not meeting expectations as per the Classroom sanctions grid above.
- 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.

## **Year 11 Prom**

- If a Year 11 student receives more than one fixed term exclusion between 1 September 2020 and 1 June 2021, they will not be invited to the Prom.
- At the readmission meeting following the first fixed term exclusion the Senior or Assistant Pastoral Manager must make parents and the student aware that a further FTE will mean the student is unable to attend Prom. This will be highlighted in the file note.
- Following the second fixed exclusion the student will be notified they are not invited to Prom. This decision will be noted in the exclusion letter.



<b>REPORTS</b>		
<b>Level</b>	<b>Expectations</b>	<b>Consequences</b>
Tutor – Report Card or Monitoring	<ul style="list-style-type: none"> <li>• Contacts Parents/Carers to inform them.</li> <li>• Report Card signed by every teacher.</li> <li>• Attitude/behaviour discussed with tutor on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• APM/SPM Report.</li> </ul>
APM/SPM – Report Card or Monitoring	<ul style="list-style-type: none"> <li>• Contacts Parents/Carers to inform them.</li> <li>• Report Card signed by every teacher.</li> <li>• Progress/behaviour discussed with APM/SPM on a daily basis.</li> <li>• Contact parents to discuss any concerns arising whilst on report.</li> </ul>	<ul style="list-style-type: none"> <li>• After School Detention for failed report/poor lesson/not meeting majority of targets.</li> <li>• Parental Meeting.</li> <li>• Possible extension to reporting period and moved onto the Pastoral Support Program (PSP).</li> <li>• SLT House Link Report.</li> </ul>
Y7/11 Progress Leader – Report Card	<ul style="list-style-type: none"> <li>• Contacts Parents/Carers to inform them.</li> <li>• Report Card signed by every teacher.</li> <li>• Progress/behaviour discussed with Y7/Y11 PL on a daily basis.</li> <li>• Contact parents to discuss any concerns arising whilst on report.</li> </ul>	<ul style="list-style-type: none"> <li>• After School Detention for failed report/poor lesson/not meeting majority of targets.</li> <li>• Parental Meeting.</li> <li>• Possible extension to reporting period.</li> <li>• SLT House Link Report.</li> </ul>
SLT House Link – Report Card or Monitoring	<ul style="list-style-type: none"> <li>• APM/SPM contacts Parents/Carers to inform them.</li> <li>• Report Card signed by every teacher.</li> <li>• Progress/behaviour discussed with SLT Link on a daily basis.</li> <li>• Hold a parental meeting to discuss any concerns arising whilst on report – Pre PSP.</li> <li>• Pre exclusion Meeting (PEM) held where deemed necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• ISO.</li> <li>• Pre Exclusion Meeting.</li> <li>• PSP.</li> <li>• VP/P Report.</li> <li>• FTE.</li> </ul>
VP/HoS - Report Card or Monitoring	<ul style="list-style-type: none"> <li>• Future Options Meeting with Parents/Carers.</li> <li>• Report Card signed by every teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• FTE.</li> <li>• Managed Move.</li> <li>• Alternative Education.</li> <li>• Pupil Disciplinary Committee.</li> </ul>

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	<ul style="list-style-type: none"><li>• Progress/behaviour discussed with VP/HoS on a daily basis.</li></ul>	<ul style="list-style-type: none"><li>• Possibly leading to Permanent Exclusion.</li></ul>
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