

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.

Explicit teaching and development of important attributes such as respect, honesty, kindness, tolerance, acceptance, courtesy, personal privacy and consent, prevention of bullying and cyber bullying, to ensure peers know how to behave towards each other are taught curricular wide across the academy and can be referenced via:

- Subject Curriculum Progression Maps (CPM)
- Pastoral Curriculum Progression Map
- Safeguarding Mapping document
- Social, Moral, Spiritual and Cultural (SMSC), Fundamental British Values (FBV) and Diversity Mapping documents
- Relationship and Sex Education (RSE) Policy
- Safeguarding Policy
- Equality and Diversity Policy

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 ‘cash in’ achievement points for rewards in Class Charts.
2. **Head of Department Commendation and Senior Leadership Team (SLT) Commendation** – Awarded for going above and beyond – A teacher, Head of Department or Pastoral Manager can nominate any student for this reward at any time, if they feel they are deserving.
3. **Governors Celebration Awards (Rising Stars)** – Each Department and Year Group are asked to nominate a student each term for excellent effort, improvement or attitude to learning and attendance for which they receive a certificate and badge at the Governors Celebration Event.
4. **Star Student** – Every half term each tutor will nominate a tutee for star student. All Tutor responses will be recognised with one overall Star Student for each Year Group.
5. **Rewards Assemblies** – Held at the end of each half term within each Year Group to recognise and celebrate success. A variety of achievement points are awarded based on excellent effort, progress and exemplary behaviour and attendance.



6. **Attendance/Punctuality Awards (maintaining expected attendance above 96%)** - Separate awards are given for excellent attendance and punctuality, and in recognition of student improvement.
7. **100% attendance reward** - Termly and end of year.
8. **Communication with parents/carers** – All members of staff are encouraged to communicate via Class Charts to celebrate the successes of their students 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/carers are encouraged to contact their child's subject teacher or relevant member of staff directly whenever they have a concern rather than waiting until a PRE.
9. **Student Council and Student Voice** – The academy's student council contributes 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.
10. **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. All students fulfilling our expectations of being ready for learning and fully equipped will receive 2 achievement points per lesson.

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, academically, 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 (VW); N1, N2, N3.
3. **Whole Academy Detention:** A student may be required to attend a whole academy detention for 60 minutes (3:00pm – 4:00pm). The student and parent/carer will usually be given 24 hours' notice of a detention via Class Charts. 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.
4. **Behaviour For Learning (BFL):** If a student has worked through the verbal warning, and the 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 removed by BFL from a lesson or demonstrates the behaviour noted in the Behaviours and Sanctions grid below. Isolated Learning runs from 9.10am 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 and/or leaving without permission to complete Isolated Learning and/or failure to comply with the expectations within Isolated Learning will result in a Suspension. On return to the Academy, after a readmission meeting with parents/carers, the student will complete the initial Isolated Learning sanction again.

6. **Suspension:** More serious or persistent breaches of the academy behaviour policy may result in a student receiving a Suspension. After each Suspension, a readmission meeting is scheduled to allow Academy leaders to telephone or meet in person with the parent/carer and the student to discuss the nature of the behaviour and support or interventions that may be required to modify behaviours
7. **Pupil Disciplinary Committee:** For students who meet or exceed 15 days of Suspension within any one term, the governors will meet with the family, Head of School and relevant Pastoral Manager to discuss the latest suspension. This is designed to enable next steps going forward to support the student and hopefully prevent a permanent expulsion.
8. **Expulsions:** 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, Terms of Reference 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.

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

Other Supportive Strategies for Improving Behaviour:

- **Reports:** For some students monitoring in the form of a report can promote positive behaviours. Students can be placed on report by tutors, pastoral managers or progress leaders. If improvements are not made a student will be placed on SLT Report and they will attend a weekly meeting with a member of the Senior Leadership Team (SLT). Where a student returns from a suspension, a student will be automatically added to SLT Report. Reports are monitored through Class Charts.
- **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 negative behaviour.
- **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, social and emotional needs and work output in the academy. Recommendations for this support are made via the Pastoral team.

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- **Pastoral Support Program (PSP):** Students identified as requiring additional support may be placed on our Pastoral Support Program.
- **Alternative Provision:** A small number of students who demonstrate more significant challenges with behaviour in the wider academy and/or classroom settings, may be educated on a short-term basis in the Thrive Room. 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 expulsion.



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

Incidents of Behaviour	Academy Behaviour Level	Actions/Response
First instance of undesirable behaviour	Verbal Warning (VW)	Verbal Warning VW (noting the initials of the student on the board).
Second instance of undesirable behaviour	N1	<p>Student is issued 1 Behaviour Point.</p> <p>Student has N1 wrote next to their initials 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.</p>
Third instance of undesirable behaviour	N2	<p>Student is issued 2nd Behaviour Point.</p> <p>Student has N2 wrote next to their initials 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.</p>
Fourth instance of undesirable behaviour	N3	<p>Student is issued 3rd Behaviour Point and <u>final warning</u> and Whole Academy Detention.</p> <p>Student has N3 wrote next to their initials 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 BFL. A detention is issued for the following day.</p>
Continued demonstration of undesirable behaviours	BFL	<p>Student removed from lesson and taken to Isolated Learning to reflect on their behaviour.</p> <p>The student will remain in isolated learning for the rest of the day and until 4:00pm.</p>

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Behaviours, Sanctions and Tariff:

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

Behaviour	BP Tariff	Possible Sanctions	Imposed by
<ul style="list-style-type: none"> Inappropriate Uniform/Make-up Arrival to lesson with incorrect/missing equipment. Quality Audience Relationships Failure to comply with a reasonable request. Lack of Effort Missed home learning deadline- First Instance. Lack of Organisation Phone Misuse – Phone seen or used Dropping Litter Corridor- Poor Behaviour Social Time- Poor Behaviour Remote learning- First instance- Poor behaviour. Remote learning- First instance- Failure to switch on camera/microphone when asked. 	1 or 2 BP's	N1 or N2	Any member of staff.
<ul style="list-style-type: none"> Failure to comply with a reasonable request. Silliness/boisterousness on corridors. Persistent Uniform or Make-up misdemeanour. Lateness to the academy or lesson without a valid note (professional judgment). No planner (form tutor sets detention). Lacking equipment (including PE and D&T 'kit'). No pencil case- All stationary should be held in a pencil case – clear for KS4 (form tutor to complete detailed equipment check). Missing home learning deadline- 2nd instance. Going out of bounds at break or lunch. Use of foul and derogatory language towards another student (first instance) 	3 BP's	N3 – Whole Academy detention Whole Academy Detentions for one hour 3:00pm to 4:00pm.	Any member of staff (do not change date set – multiple detentions will be sanctioned by the Pastoral team). This will be recorded on Class Charts. When recording an out of lesson time detention please add reason in the notes.

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<ul style="list-style-type: none"> Selling items prohibited within the academy (e.g. sweets, fizzy drinks) – 1st instance Remote learning- 2nd instance of poor behaviour, QA or distracted from learning. 			
<ul style="list-style-type: none"> BFL from a lesson. Failing to comply with a reasonable request from On BFL or a senior member of staff. Refusal to attend, or poor behaviour in Whole Academy Detention. Persistently demonstrating behaviour warranting a detention (see above behaviours). 15-21 BPs- 1 day 22-29 BPs-2 days and 30+ BPs- 3 days Truancy First offence- Smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia. Selling items prohibited within the academy (e.g. sweets, fizzy drinks) – 2nd 3rd instance Online/cyber bullying including the sharing of images Behaviour which potentially brings the Academy name into disrepute. Minor assaults or fighting that is not premeditated or planned. Sexual Harassment- Use of sexual language towards another student (first instance) Persistent use of foul and derogatory language towards another student or member of staff. Homophobic or racist bullying (first instance) Remote learning- Persistent poor behaviour. Remote learning- Persistent- Failure to switch on camera/microphone when asked. Remote learning- behaviour which impacts on the safeguarding, learning 		<p>1, 2 or 3 days in Isolated Learning.</p> <p>Incidents during remote learning will be communicated with parents/carers via telephone. Sanctions will be considered on return to the academy.</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>



<p>and progress of all remote learning users.</p>			
<ul style="list-style-type: none"> • Sexual harassment- Persistent use of sexual language towards another student or member of staff. • Continued failure to comply with a reasonable request from a member of staff- Persistent defiance or disruption. • Refusal to complete Isolated Learning sanction. • Poor behaviour in Isolated Learning (meeting or exceeding 3 strikes). • Verbal abuse/direct swearing or use of derogatory language towards members of staff. • Wilful vandalism/damage to property. • Homophobic or racist bullying (second instance). • Persistent, repeated smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia. • Persistent, repeated selling of items prohibited within the academy (e.g. sweets, fizzy drinks, vapes) • Persistent bullying including online/cyber bullying. • Theft • Making a false allegation against a member of staff. • Significant behaviour which potentially brings the Academy name into disrepute. • Assaults or second minor assault that is not premeditated or planned. • Other serious breaches of academy rules. • Sexual assault * • Possession of drugs, drug paraphernalia and/or alcohol related offences. • Deliberately setting off the fire alarm. 		<p>Suspension for either 1, 2, 3, 4 or 5 days.</p> <p>If a student accumulates 15 days of Suspensions in a term this will trigger a PDC with Governors.</p> <p>Persistent accrual of Suspensions could result in a Permanent Expulsion.</p> <p>Possible permanent expulsion.</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> <p>A PDC will be held for Governors to consider the Head of School's decision.</p>
<ul style="list-style-type: none"> • Serious actual or threatened physical/sexual assault against another student or a member of staff. • Serious and/or persistent sexual harassment of any student or staff member. 		<p>Permanent Expulsion</p> <p>Referral to external agencies where appropriate.</p>	<p>HoS and Executive Principal.</p> <p>A PDC will be held for Governors to</p>

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<ul style="list-style-type: none"> • Carrying/and or concealing an offensive weapon or an item that could be used as an offensive weapon. • Making a malicious serious false allegation against a member of staff. • Potentially placing students, staff and members of the public in significant danger or at risk of significant harm. • Repeated verbal abuse of staff. • Persistent disruption and defiance that may, or may not, be directly linked to the Behaviour Policy. 			<p>consider the Head of School's decision.</p>
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***definition of 'sexual assault' see DfE 'Sexual violence and sexual harassment between children in schools and colleges' May 2018 and 'Keeping Children Safe in Education' updated annually.**

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.

The academy will undertake restorative work with students when incidents are related to, but not exhaustive to racism, sexual harassment/language/violence, drug misuse and/or derogatory language.

Suspension will be at the Head of School's discretion and may be amended to respond to meet the needs of the student's and their learning plans in place. Where a reasonable adjustment has been required and agreed by the Head of School or Executive Principal these will be written into parental letters to ensure communication is clear and the reason for adjustment made.

Searching a student: In some cases it may be necessary to search a student to ensure they do not have inappropriate items on their person within the academy which could cause harm.

Staff at the academy will complete searches without consent in line with DfE guidance 'Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies' January 2018

Items that can be searched for without consent include:

- Knives and weapons
- Alcohol

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- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury, or damage to property
- Any item identified by the school rules which has been identified in the rules as an item which may be searched for

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'.

Form time expectations for all:

- Formal start – students line up outside (or stood silently behind chairs if no space on corridor).
- Standards checked daily. Appropriate verbal warning 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) at agreed and communicated start time a late mark is awarded. 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 and use of behaviour sanctions when required.
- 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 or 18 BP's in a HT = On Report), Attendance and Punctuality (refer to 'Attendance 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, issue VB, N1, N2 or N3 as appropriate.(not for planner or pencil case)
- Consistently applied expectations.

- Quality Audience expected when requested by the teacher (3, 2, 1).
- Structure and routines established.
- 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.
- All students who are on time, ready and fully equipped for learning allocated 2AP.
- 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).

Remote learning expectations:

During occasions where it is expected that there will be a need for learning to be carried out remotely using video. Students should adhere to the following expectations during online video learning:

- To dress appropriately.
- Mute microphones (unless asked otherwise).
- Have camera switched on.
- Be sat in an appropriate place, conducive for learning.
- Not eating.
- Use their full name when signing in.
- To follow all other aspects of the Academy Behaviour policy

If students fail to do the above, staff will ask them to rectify. Continued failure will see the student removed from the online lesson and behaviour sanctions applied in line with the Academy Behaviour policy on return to the academy. Parents/ carers will be contacted via telephone to resolve the matter.

Punctuality Expectations:

- Class teachers to report lateness on 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

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- 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 Celebration Event:

- If a Year 11 student receives more than one Suspension between 1 September 2021 and 1 June 2022, they will not be invited to the Year 11 Celebration Event.
- At the readmission meeting following the first Suspension, the Senior or Assistant Pastoral Manager must make parents/carers and the student aware that a further Suspension will mean the student is unable to attend the Year 11 Celebration Event. This will be highlighted in the file note which is placed on the students file.
- Following the second Suspension, the student will be notified they are not invited to the Year 11 Celebration Event. This decision will be noted in the Suspension letter.



REPORTS		
Level	Expectations	Consequences
Tutor – Report	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them. • Report completed by every teacher. • Attitude/behaviour discussed with tutor on a daily basis. 	<ul style="list-style-type: none"> • APM/SPM Report.
APM/SPM – Report	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them. • Report completed by every teacher and target ticked or crossed • Progress/behaviour discussed with APM/SPM on a weekly daily basis. • Contact parents to discuss any concerns arising whilst on report. 	<ul style="list-style-type: none"> • Whole Academy Detention for failed report/poor lesson/not meeting majority of targets. • Parental Meeting. • Possible extension to reporting period and moved onto the Pastoral Support Program (PSP). • SLT Link Report.
Y7/11 Progress Leader – Report Card	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them. • Report completed by every teacher and target ticked or crossed • Progress/behaviour discussed with Y7/Y11 PL on a weekly basis. • Contact parents to discuss any concerns arising whilst on report. 	<ul style="list-style-type: none"> • Whole Academy Detention for failed report/poor lesson/not meeting majority of targets. • Parental Meeting. • Possible extension to reporting period. • SLT Link Report.
SLT Link – Report Card or Monitoring	<ul style="list-style-type: none"> • APM/SPM contacts Parents/Carers to inform them. • SLT Report 1-2-1 meetings to discuss behaviour and attendance plus targets • Progress/behaviour discussed with SLT Link twice a week for a fortnight • Inform parents/carers of success or hold a meeting to discuss any concerns arising whilst on report – Pre PSP. • Pre Suspension Meeting) held where deemed necessary. 	<ul style="list-style-type: none"> • Isolated Learning. • Pre Suspension Meeting. • PSP. • VP/P Report.

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VP/HoS - Report Card or Monitoring	<ul style="list-style-type: none">• Future Options Meeting with Parents/Carers.• Report completed by every teacher.• Progress/behaviour discussed with VP/HoS twice a week for a fortnight.	<ul style="list-style-type: none">• Isolated Learning• Managed Move.• Alternative Education.• Pupil Disciplinary Committee.• Possibly leading to Expulsion.
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