



NOTTINGHAM GIRLS' ACADEMY BEHAVIOUR POLICY

Local Arrangements

REVIEWED

July 2022, R Turner-Ramadan

Next Review

January 2023

Contents

Contents.....	1
Aims of this policy	2
Principles.....	2
Responsibilities	3
Key questions for teachers	3
Positive role modelling	3
Consistency	3
Rewards and recognition – BUILD points	3
Code of Conduct	5
ClassCharts	6
Managing negative behaviour	6
De-escalation	6
Loss of BUILD points.....	6
Communicating our expectations.....	7
Understanding negative classroom behaviour	8
A graduated response to negative behaviour in lessons	8
Punctuality to school	11
Punctuality to lessons	11
Truancy.....	11
Misconduct points	12
Mobile phones and electronic devices	12
Detentions.....	12
Justification for same-day after-school detentions	13
Restorative conversations.....	14
Removal from lessons (D3's or Red Line behaviour)	14
Graduated response to addressing regular misconduct or disruptive behaviour	15
Faculty report.....	15
Faculty exclusion	15
Pastoral interventions.....	16
Routes 2 Inclusion (r2i)	16
Serious incidents or persistent poor behaviour.....	17
Reflection Room.....	17
Repeat use of the Reflection Room	18
Suspension	18
Managed Moves, Alternative Provision and Permanent Exclusions	18

Bullying and child-on-child abuse	20
Managing Intolerant behaviour	20
How we communicate with each other	21
CPOMs.....	21
SEND Provision.....	21
Alternative Curriculum.....	22
Use of video and CCTV	22
Parents’ and Carers’ rights of appeal.....	22
Reasonable force	22
Searching and confiscation	22
Malicious or unfounded allegations against staff.....	23
Appendices.....	23

Aims of this policy

The aim of this document is to set out how Nottingham Girls’ Academy will put the Greenwood Academies Trust Behaviour Policy into practice. This document must be read in conjunction with the NGA Way student and parent behaviour booklet and the Greenwood Academies Pupil Behaviour Exclusions Policy. This document exemplifies how we create and maintain the positive climate required to fulfil our mission and remain true to our values:

Mission

We believe in creating a community empowered with the qualities and qualifications to enter the next phase of life with confidence and ambition.

Values

- We strive to fulfil everyone’s learning potential.
- We value high standards, hard work and a ceaseless desire to improve.
 - We provide a safe, kind, nurturing and inclusive environment.
 - We enjoy the journey together.

To achieve this, we have:

- The safety, well-being, and education of each pupil as our priorities.
- High expectations which are clearly communicated to pupils, parents and staff via assemblies, letters, noticeboards, tutor time notices, pupil planners and the website.
- Clear procedures and systems to ensure effective and timely recording and sharing of information.

Principles

We believe that holding high expectations of how pupils should behave and conduct themselves is essential. We also understand that, in collaboration with parents, part of our job is to teach pupils how to achieve them. Our default method for achieving this is through positive reinforcement. However, sanctions will also be used to reinforce expectations when they are not being met.

Responsibilities

All staff are responsible and accountable for reinforcing the Academy's high expectations and ensuring any rewards, sanctions and interventions are appropriate, timely and consistent with this policy.

Our focus is to encourage positive behaviours and attitudes. Staff will do so by using praise, recognition, and rewards.

Where negative behaviour or attitudes are evident, we will seek to clarify our expectations with the pupil and give them an opportunity to demonstrate the appropriate behaviour and attitude.

However, when negative behaviour and attitudes persist, or when a pupil disrupts the learning of other pupils, deliberately upsets, mistreats or harms a member of the school community, or demonstrates intolerance for someone with a protected characteristic we will apply sanctions to reinforce our expectations.

When pupils behave inappropriately, teachers will respond with a cool and calm response. Teachers should save their emotion, passion, enthusiasm, and excitement for when it has most impact - when pupils behave appropriately. Setting the scene for positive behaviour is key.

Key questions for teachers

- Have I planned my lesson appropriately and are pupils clear what they are learning, what they are doing to demonstrate that learning and why?
- Am I praising and rewarding those who behave and work hard?
- Is the work relevant, challenging, and interesting enough to engage pupils in learning?
- Are the needs of all learners planned and catered for?
- Are the resources appropriate and readily available so that pace is maintained?
- Is my seating plan right and have I made my expectations clear?
- Have I taken control of the class on entry, during the lesson and at the end of the lesson?

Positive role modelling

In order to create a positive, welcoming atmosphere, teachers will aim to be at the door, smile, and be enthusiastic about working with the pupils and about the content/context of the lesson. When pupils are having difficulty, teachers will discuss how successful learners deal with their frustrations and create a calm atmosphere. Consideration will be given to Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with pupils allows them to think outside the box.

Consistency

Pupils respond positively to routine and predictable, reliable, consistent patterns. All teachers will ask pupils to follow a set of clear routines at the start and end of every lesson and use the NGA Way to inform effective teaching practice and behaviour management.

Rewards and recognition – BUILD points

In all classrooms we aim for praise to outweigh consequences. Teachers should aim for a ratio of at least 80:20. We want to concentrate on positive aspects of behaviour.



Although qualifications form an incredibly important part of what we do, we also know it is important for our pupils to develop certain qualities or characteristics.

There are 9 qualities that we explicitly focus on developing through our 'BUILD' programme'. Opportunities to develop these qualities are embedded into our curriculum. When pupils demonstrate that they are developing any one of these qualities, this is recognised by awarding a 'BUILD point'.

Each BUILD point that is awarded to pupils, builds up a tally towards their total House points. The House system has been created around strong, inspirational women that our pupils and staff voted for. There are 6 different Houses and pupils are assigned a House dependent on their tutor group.

1. Dina 'Asher-Smith'
2. Emily 'Campbell'
3. Nadiya 'Hussain'
4. Michelle 'Obama'
5. Alex 'Scott'
6. Emma 'Watson'



Praise and recognition are vital in helping us raise our pupils' self-esteem and confidence. Rewarding pupils when they meet significant milestones in the number of BUILD points awarded helps encourage positive behaviours and create the safe, kind, nurturing and inclusive environment we value. The Academy policy is to reinforce good behaviour and self-discipline informally through positive feedback and praise and giving affirmation and recognition to students who model high standards. Pupils who behave well and meet the Academy's high expectations should be recognised for good behaviour through the rewards system.

Rewards and recognition of pupils' accomplishments are offered through:

- Verbal praise given by teachers at any possible opportunity.
- Postcards or letters of achievement sent home.
- Pastoral recognition: star of the week, 10/10, year group bingo, worker of the week and social media recognition.
- Awarding of a BUILD point.
- BUILD certificates: Bronze (350 BUILD points), Silver (750 points), Gold (900 points), Platinum (1000 points).
- End of Term rewards for the top 10% of each year group
- Pupils with no negatives and 100% attendance have an additional reward or time slot on an activity of their choice and a letter home from the Principal.
- Articles in the Academy's newsletter giving details of participation and achievements.
- Awards of trophies for success in competitive House sports events and other events.
- End-of-term celebration assemblies. Used to give out certificates gained for various reasons from subject teachers and the pastoral team; outstanding effort, participation, attendance or achievement.
- Letter home from the Principal.
- End of year vouchers for DHoY award, HoY award and SLT award per year group.
- Attendance randomiser per year group - Intu vouchers.
- Various reward opportunities for each year group 7-13, with attendance and good behaviour being pre-requisite to their award.
- Intervention rewards throughout the year for different groups of students, dependent on their needs.
- Ceremony of Awards evening to be held each September.

Code of Conduct

As in any community, we have rules, procedures and expectations that are about keeping everyone safe and promoting an inclusive, calm, and orderly environment.

These are set out in the Code of Conduct below:

Pupils are to:

- Respect all other people, regardless of race, culture, gender, sexuality, and religion.
- Behave in a purposeful, orderly, and safe manner.
- Follow the instructions of all staff.
- Wear the full academy uniform.
- Be punctual for tutor time and for all lessons.
- Walk on corridors and stairways on the left-hand side, in single file.
- Line up calmly for lessons in preparation for entering the classroom.
- Sit where directed to by their teachers.
- Stand behind their chairs on entering a classroom and wait to be seated.
- Stand behind their chairs at the end of a lesson and wait to be dismissed.
- Leave lessons only when given permission by a member of staff.
- Hand in all work on time.
- Have a pen, pencil, ruler, and their planner (which is provided by the academy) and a suitable bag.
- Be clean and tidy at all times.
- Be respectful of the academy buildings and property and other people's property.
- Work to the best of their ability during lessons.
- Respect teachers and other pupils in lessons by listening and not interrupting or calling out.
- Remain seated during lessons unless given permission to leave their seat.

Pupils must not:

- Use mobile phones or other electrical items on the academy site.
- Use bad language or swear anywhere on the academy site.
- Wear make-up, false nails or eyelashes, hair extensions or more than one pair of plain small ear-studs in each lobe.
- Smoke or 'vape' in or near the academy site.
- Write on desks, walls, equipment or the academy fabric.
- Show intimidating or discriminatory behaviour - physically, verbally, or otherwise.
- Leave classrooms without permission.
- Run along the corridors, on the stairways or in the courtyards.
- Interfere with other pupils' work either physically or verbally.
- Steal academy property or that of other pupils.
- Bring chewing gum, fizzy or energy drinks into school. They are banned and will be confiscated and binned; girls can drink water in most lessons (but not in science labs or lessons with computers/laptops for health and safety reasons).
- Access other pupils' files on the academy's computer network.
- Behave in any way that brings the academy into disrepute.
- Film or take photographs on or near the academy site.
- Misuse social media to bully or intimidate other members of the school community.

ClassCharts

The Academy records positive and negative behaviour events in a system called ClassCharts. It is an online system, which teachers use to track achievement and behaviour throughout the school year. It allows us to record and analyse positive and negative behaviour in the academy therefore, we can give suitable recognition and reward for milestones of positive behaviour. It also allows us to identify patterns in negative behaviours that might suggest a pupil requires further pastoral intervention or a colleague needs further support.

Parents/carers have access to ClassCharts so that they can view their child's behaviour records whenever they like via an app. This produces a live feed of their child's behaviour, it highlights if they have a detention that they need to attend and the timing of it therefore, making it an immediate point of communication with parents.

Pupils also have access to ClassCharts, seeing the same icons and format as the parent app, this encourages the pupils to check and monitor their own behaviour, which also promotes the competition between the House system.

Staff are therefore asked to record the following in ClassCharts:

- BUILD Points (Positive Behaviour Points).
- Negative Behaviour Points (including notes on why points have been awarded).
- Restorative Conversations and Detentions (including marking attendance to these).
- Pupils placed on Faculty, Tutor, HoY or SLT Report.
- Pupils placed in Faculty isolation.
- Pupils placed in the Reflection Provision.
- Actions taken as the member of staff 'On-Call'.
- Additional escalation and/or interventions made in response to a particular incident.

Managing negative behaviour

If a pupil fails to comply with the code of conduct or meet expectations in or out of the classroom, a range of strategies and sanctions are available to staff with which to reinforce those expectations. The list of these below is not intended as a hierarchy to be followed in order, nor is it an exhaustive list. Every situation and pupil are different and some strategies on the list may not be appropriate to the situation or pupil; teachers will use their professional judgement and be flexible when responding to negative behaviours and attitudes and reinforce expectations to re-engage pupils in learning.

De-escalation

Where possible, staff will use techniques to intervene early when they see the signs of negative behaviour and de-escalate. This may take the form of:

- A quiet word or private discussion with the pupil to highlight the issue and agree what needs to happen for things to improve.
- Various de-escalation strategies: praise the positives; deliberate ignoring; distraction; body language; non-verbal cues; humour; change of teaching style; relocation; position; intervention.

Loss of BUILD points

Pupils will lose BUILD points when they fail to comply with the code of conduct or meet expectations. The removal of BUILD points allows us to fairly identify those pupils who regularly behave well and meet our expectations so that they can be rewarded as described above. In most cases, the removal of BUILD points is accompanied by an additional sanction to reinforce the standards required.

Communicating our expectations

To help pupils remember the standards expected of them, the NGA Way: Behaviour and Attitudes poster is displayed in every room.

It reminds pupils that they must:

- **Respond** positively, politely and compliantly with all staff whenever they are asked to do something.
- Use good **manners** at all times.
- Adopt a positive **attitude to learning**; engaging in lessons, seeking support and help when needed, and challenging themselves to do the best they can.
- **Attend** school and all lessons every day and on time.
- **Avoid conflict** by not confronting others and seeking support from an adult to help resolve disputes and problems.
- Wear the school **uniform** and bring the correct **equipment** every day.



Understanding negative classroom behaviour

In the table below, the left-hand column gives an example of what we would expect to see in a lesson from pupils following the NGA Way. The right-hand column provides some examples of negative behaviour that a pupil may present in relation to that expectation, resulting in warnings or further sanctions.

Once a teacher has used their de-escalation strategies, if the negative behaviour still hasn't been modified, then the next step is a D1 (Disruption) warning point.

Positive expression of the NGA Way	Examples of behaviour that may result in a D1
Positively participate in all tasks (Attitude to Learning)	Pupil is not trying to complete the work. Pupil is not focusing on their work because they are engaging in off-task conversations.
Challenge yourself (Attitude to Learning)	Pupil is finding the work challenging but has not attempted the work or asked for help. Pupil has completed the work but is not seeking to get it checked or to challenge themselves by requesting an extension task.
Encourage everyone with kindness and fairness (Attitude to Learning, Manners)	Pupil does not co-operate with others. Pupil talks over the teacher or other pupils. Pupil calls out or makes inappropriate comments.
Respect each other and the environment always (Conflict & Resolution)	Pupil uses impolite language to others. Pupil does not respect academy equipment. Pupil interferes with other pupils work or learning.
Follow instructions immediately (Response)	Pupil does not follow a clear instruction straight away. Pupil argues about an instruction they have been given.
Ready to learn with resilience and responsibility. Arrive on time, planners on desks and have correct equipment (Uniform & Equipment, Attendance & Punctuality)	Pupil is late to lesson without an acceptable reason. Pupil lacks basic equipment or kit.

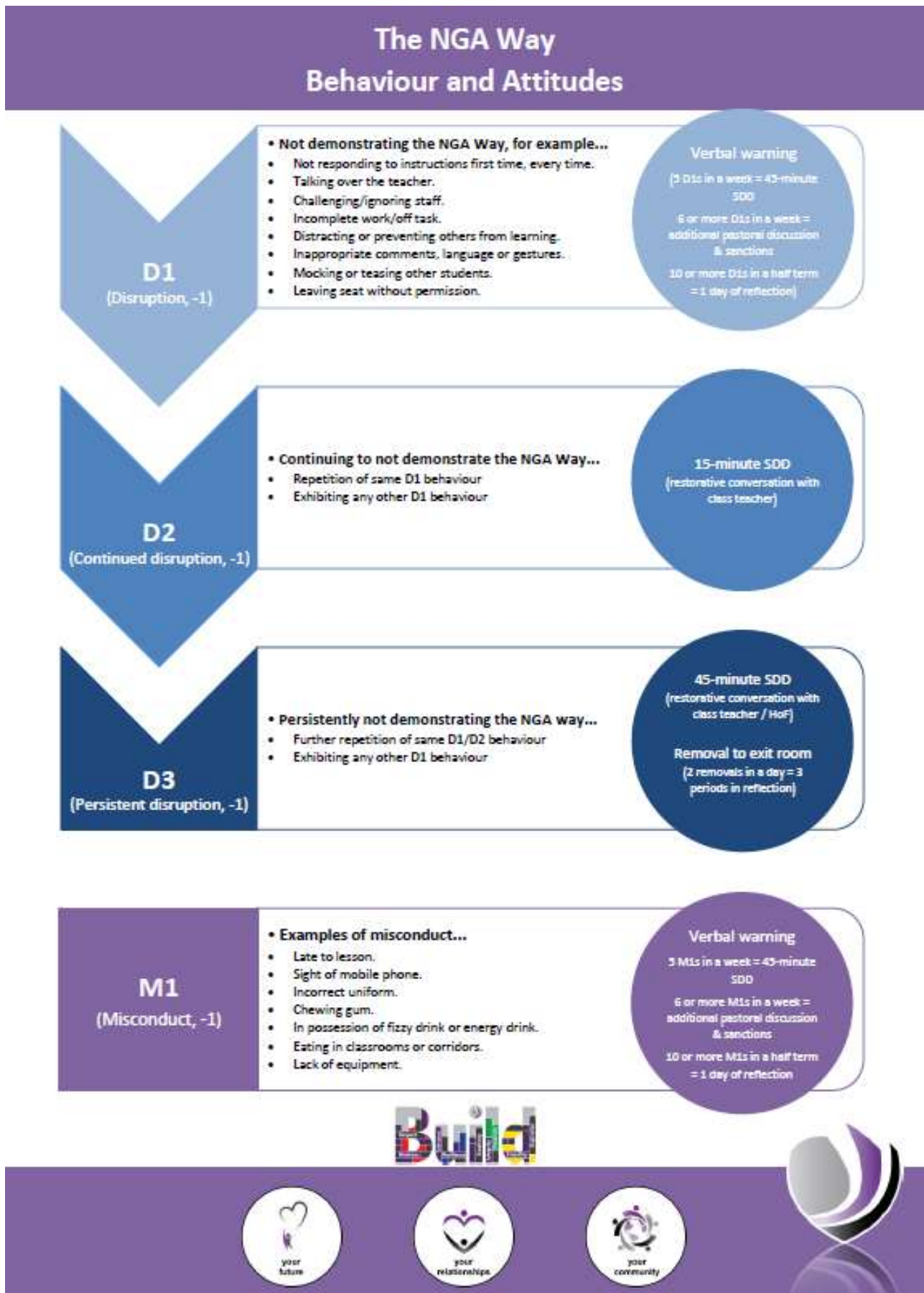
A graduated response to negative behaviour in lessons

Relationships, Recognition and Routines are our 3 R's.

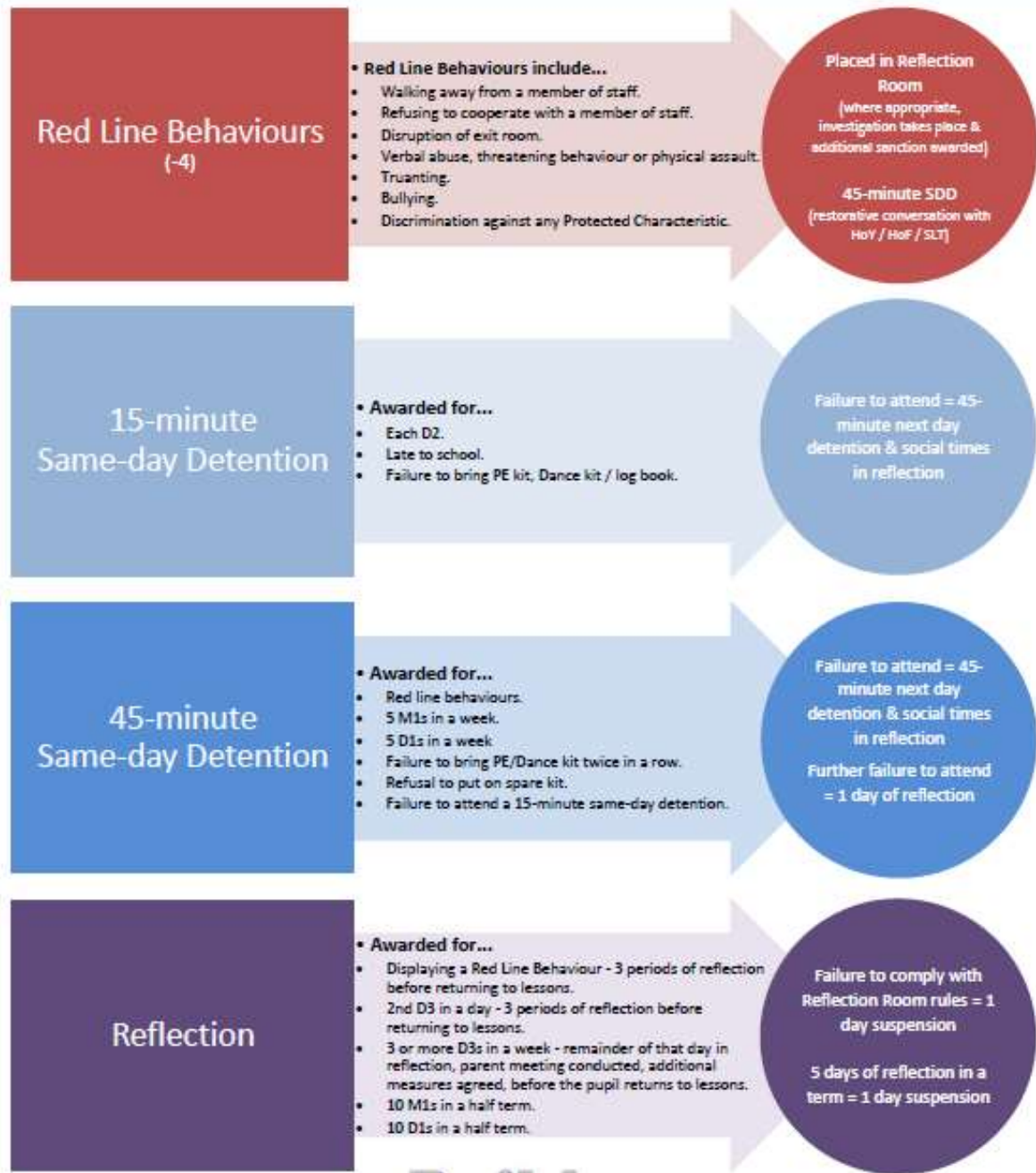
We recognise the importance of developing positive staff-pupil **relationships** and an atmosphere in which children feel supported, nurtured, and safe. Staff use praise and BUILD points to **recognise** positive behaviour and employ consistent **routines**, so pupils feel confident in knowing what is expected of them - and what will happen if they fail to meet those expectations.

When pupils fail to meet expectations or follow the code of conduct, it is important that pupils are reminded of the boundaries in place with an appropriate sanction and then given the opportunity to demonstrate they have learnt from their mistake. When negative behaviour is not modified either immediately or over time then increased sanctions will be used to help reinforce expectations or break the bad habits that are being displayed.

The diagrams below provide examples of how our graduated response works:



The NGA Way Behaviour and Attitudes

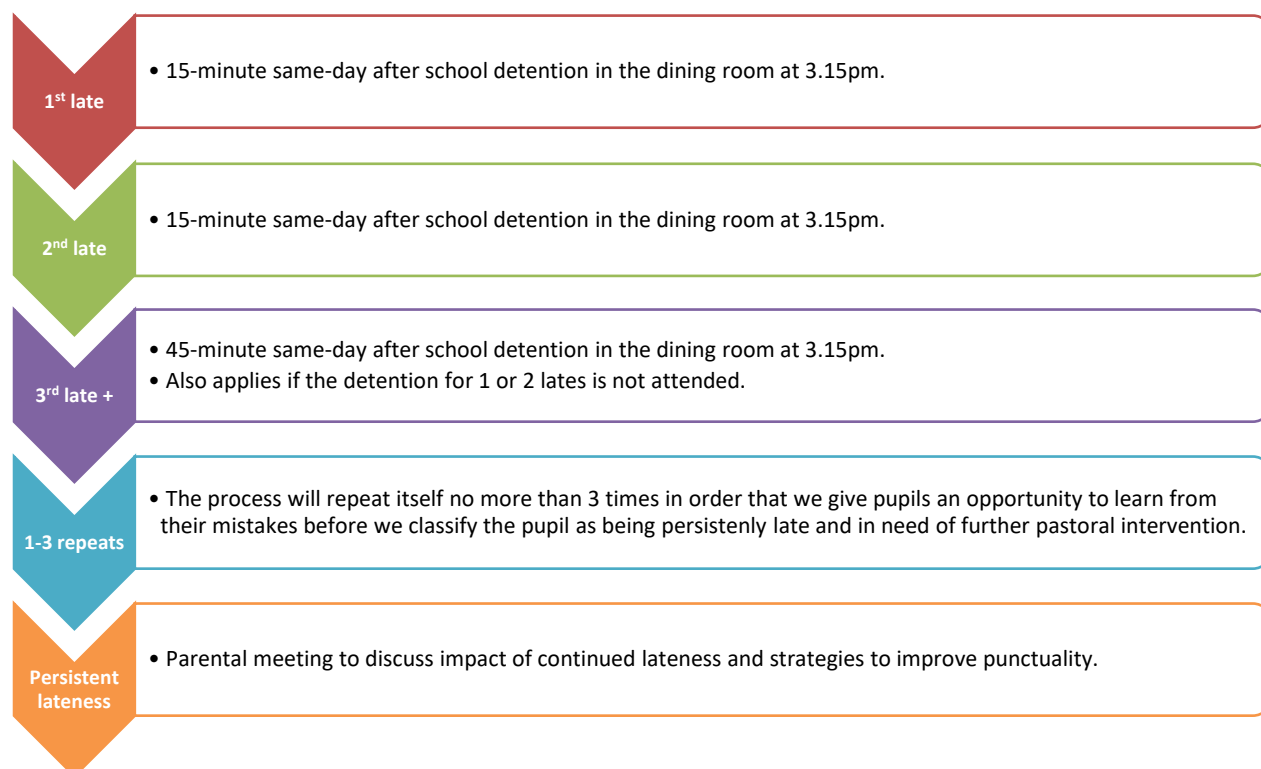


Punctuality to school

Pupils are expected to be on time to school and to all lessons. Punctuality is a core aspect of future employability and getting into good habits and routines is essential.

A pupil is deemed to be late for school if they are not in their tutor room or assembly line by the time the 8.45am bell rings. When a pupil is late to school, they will miss part (or all) of tutor time, assembly, or a lesson. This means they will miss vital learning, notices, and content from our PSHE programme of study. We place a great deal of importance on this and therefore treat lateness to school seriously.

The sanctions for lateness to school are graduated according to the number of times a pupil is late in a week as follows:



Punctuality to lessons

When a pupil is late to a lesson, they disrupt the learning of other pupils in that lesson as well as their own. This is not acceptable, and the expectation will be reinforced with a misconduct -1 negative point. As explained below, pupils that are persistently late to lessons will have further sanctions imposed. These could be pupils being placed onto Head of Year or Senior Leader report or 45-minute same-day afterschool detentions. Heads of Faculty may also put sanctions in place if the pupil is just turning up late to one particular subject.

Truancy

If pupils truant lessons, they are displaying a red line behaviour, therefore there will be an immediate 45-minute same-day after school detention issued for each lesson truanted, where they will catch up with missed learning from the lesson.

If this persists, further sanctions will be put into place following a parental meeting to understand what is driving the truancy.

Misconduct points

In addition to disruptive behaviour in lessons, misconduct points (M1s) will be awarded to pupils found in breach of the following rules. (M1s have a -1 impact on a pupil's overall BUILD points)

Misconduct:

- Being late to lesson
- Mobile phone being seen or heard for any reason.
- Incorrect uniform.
- Chewing gum.
- Possession of fizzy drinks or energy drinks.
- Eating in classrooms or corridors (and drinking in some classrooms such as science labs or computer rooms).
- Lack of equipment.

Pupils who receive 5 M1s in a week will be awarded a 45-minute same-day after school detention.

Pupils who receive 6 or more M1s in a week will additionally have a conversation with their tutor and/or Head of Year and further sanctions or reports will be put in place.

Pupils who receive 10 or more M1s in a half term will have 1 day in Reflection.

Mobile phones and electronic devices

Pupils must not bring mobile phones or other electronic devices into school. However, we accept that many parents/cares wish their child to have a mobile phone with them for the journey to or from school. Therefore, on entering the Academy, any mobile phones should be switched off and placed safely in their bag.

An 'out of sight, out of mind' principle needs to be followed. Pupils must only take their mobile phones out of their bags at the end of the day once they exit through the courtyard gates (and must still not take photographs or videos on or near the site).

If a mobile phone is seen or heard for any reason during the school day, then it will be confiscated. The member of staff confiscating the phone will hand it into reception and inform the pupil that they can collect it at the end of the day. Each confiscation will be logged by the member of staff removing it, this will be recorded as a misconduct point. The misconduct behaviour points process will be put in place and further sanctions will apply for repeated offences.

A pupil who refuses to hand their mobile phone over to a member of staff may be given a fixed term exclusion and, in future weeks, will be asked to hand their mobile to their pastoral team at the beginning of the day for a notified period.

If there is an emergency and a pupil feels that they need to contact their parent/carer, they must speak to their pastoral team, who may give permission to use the mobile phone in a private area.

These rules do not apply to sixth form students. However, they are permitted to use their mobiles in the post 16 area. If found using their phones anywhere else, they will be reminded of the expectation and the Head of Sixth Form will be informed.

Detentions

After school detentions are an essential part of the graduated sanctions, we use to reinforce high standards and help pupils learn from their mistakes.

A pupil that has been awarded a detention is expected to remember to attend their detention. Where possible this will be on the same day to ensure a restorative conversation is held and the pupil can reintegrate into academy life quickly, having learned the appropriate lesson about the high standards expected.

At 3.15pm pupils will walk quickly to the dining room and begin their detention.

Detentions will be 15-minute same-day detentions or 45-minute same-day detentions as outlined above in this policy.

The reason for the detention will determine what work a pupil will need to complete during their detention. For subject detentions, pupils will complete work missed or not attempted during their lesson. For out of lesson detentions and red line behaviour detentions, pupils will complete a series of restorative worksheets, depending on the scenario.

Justification for same-day after-school detentions

The Academy's policy for same-day detentions is compliant with government guidelines which are as follows:

Teachers have the legal power to put pupils (under 18) in detention. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) Any school day where the pupil does not have permission to be absent;*
- b) Weekends; except the weekend preceding or following the half term break;*
- c) Non-teaching days; usually referred to as 'training days', 'INSET days' or 'noncontact days'.*

Matters schools should consider when imposing detentions:

Parental consent is NOT required for detentions. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- o Whether the detention is likely to put the pupil at risk;*
- o Whether the pupil has known caring responsibilities which mean the detention is unreasonable;*
- o Whether the parents' ought to be informed of the detention. (In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely);*
- o Whether suitable travel arrangements can be made by the parent for the pupil.*

It does not matter if making these arrangements is inconvenient for the parent.

- Behaviour and Discipline in Schools: A Guide for Headteachers and school staff (Department for Education)

We subscribe to the view that the immediacy and certainty of the consequence is more important than the severity. As such, staff are able to issue same day detentions (15 or 45 minutes long) and the school will inform parents before the detention is to take place, via the Class Charts app.

The academy recognises that its wide catchment area means that there may be exceptions when a pupil is unable to attend a same day detention at short notice. This will be discussed and agreed with parents/carers as a special consideration with the detention being scheduled for the next day instead.

A detention takes priority over all other school activities (e.g. sporting or other extra-curricular events). The only circumstances that will cause a detention to be rearranged will be student absence from school, prearranged medical appointments (the school will ask for evidence) or a very specific and evidenced safeguarding concern.

It is Academy policy that any sanction issued must be served by the student. Further strict sanctions have to be applied when detentions have been avoided so that we can ensure students respect the system and work within it.

Likewise, if a student demonstrates inappropriate behaviour during a detention, they will be withdrawn, and a further sanction will be applied. The usual escalation process is below but will depend on the child and the circumstances.



Restorative conversations

Restorative conversations are intended to allow the pupil and the member of staff to have a reflective conversation so that they can repair and resolve the issue that led to the detention - helping both parties to move forward. The remainder of the detention will be used to restore some of the lost learning time.

The following questions will be asked as part of a restorative conversation:

1. What went wrong? What made you do that?
2. Who did it impact? How?
3. How will we (pupil and teacher) put it right together?

To foster the development of positive relationships, teachers are responsible for leading their own restorative conversations in the first instance. Detentions, to allow restorative conversations to take place, are automatically issued following repeated disruption to learning in the classroom, which has been recorded as a D2 or a D3 in ClassCharts. A D2 detention will last for 15 minutes and a D3 detention will last for 45 minutes after school. Same Day after-school Detentions (SDDs).

Removal from lessons (D3's or Red Line behaviour)

Pupils will only be removed from lesson as a last resort when they have failed to respond to warnings about disruptive behaviour or have displayed a 'red line' behaviour.

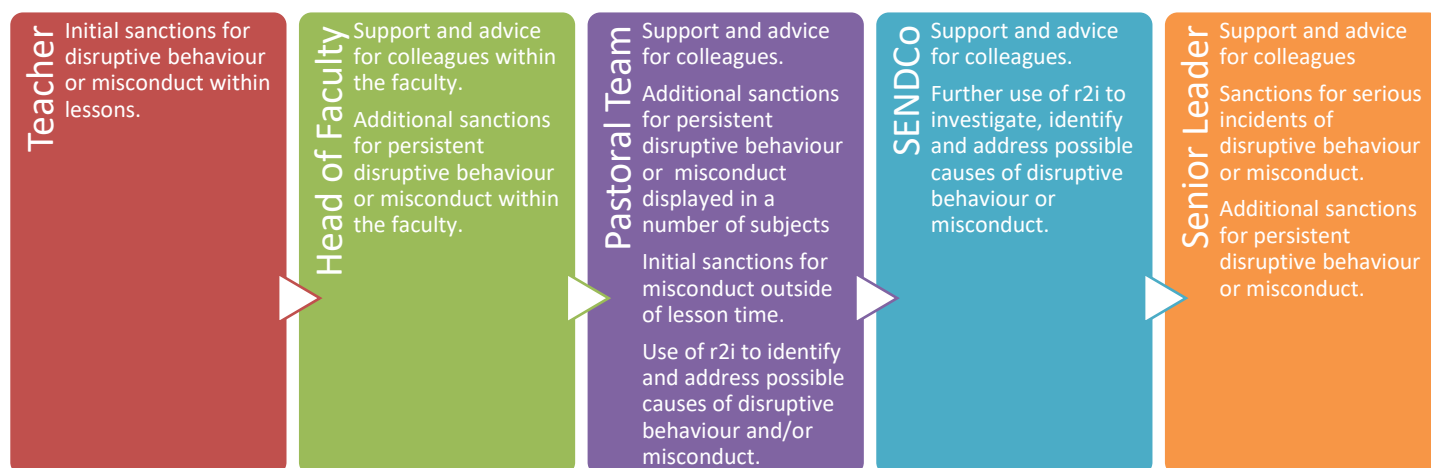
If a student has a graduated behaviour sanction of a D3, the student will be removed from the lesson by on call and they will be placed with the Head of Faculty. Each department has an exit timetable, so staff know where the student is best placed.

If a student has an immediate isolation from a red line behaviour, the student will be removed from the lesson by on call and they will be placed in the reflection room while the incident or barrier is investigated.

If a student is repeatedly removed from lessons for these reasons, then the teacher should seek support from their Head of Faculty, who may involve pupil support teams as appropriate. Contact home should be made to involve parents in supporting behaviour management at the earliest opportunity.

Graduated response to addressing regular misconduct or disruptive behaviour

Different staff have different roles to play regarding the correction of disruptive behaviour and misconduct. Most incidents will be minor issues that can be dealt with by the classroom teacher or by the tutor as part of the pastoral team. For persistent issues, additional advice, guidance, and intervention will be provided according to the diagram below:



Alongside the escalation of advice, guidance, and intervention the following additional measures may be employed:

Faculty report

Where a pupil regularly disrupts learning in a particular subject, the classroom teacher, in consultation with the HoF, may place the pupil on Faculty Report.

The purpose of this report is to provide the pupil with the opportunity to improve their behaviour and attitude to learning by setting individual targets and strategies.

Faculty Reports will be issued over a fixed period of no more than two weeks. The subject teacher must inform the parent (by a note in the planner or phone call home) and record that a Faculty Report has been issued in Class Charts. The Faculty Report will be recorded live through Class Charts therefore, immediate feedback can be given and reviewed.

Faculty exclusion

A Head of Faculty may make the decision to exclude a pupil from their next lesson in that subject. This might be used to allow a teacher a chance to establish routines and expectations with the rest of the group before reintroducing the excluded pupil.

If a pupil is to be excluded from a lesson, the teacher or Head of Faculty must see the student in advance of the lesson and inform them of this and inform them where they need to go instead for that lesson. The pupil will be provided work from the lesson they are being excluded from. It is not appropriate for a student to be informed of lesson exclusion upon arrival at the lesson. The teacher or Head of Faculty will also contact parents or carers to inform them and discuss the behaviour.

This sanction may be preceded or followed by a Subject Report.

Prior to returning to their normal timetabled class, there should be a successful Restorative Conversation between the pupil and the classroom teacher. This may be facilitated by the Head of Faculty or link SLT member.

Pastoral interventions

HoFs must exercise their professional judgement in determining when they need to involve HoY in supporting them with pupil interventions.

Where pupils persistently fail to meet the high expectations of standards and behaviour the relevant pastoral team will implement a range of strategies and sanctions.

HoYs will identify pupils of concern through the regular analysis of ClassCharts data in discussions with their SLT link. If a pupil is regularly failing to meet the expectations set out in the Code of Conduct and/or in classrooms (across a number of faculties), pastoral teams have a range of strategies and sanctions available to them with which to reinforce those expectations and try to bring about a positive change in behaviour. The list of these below is not intended as a hierarchy to be followed in order, nor is it an exhaustive list. Every situation and pupil are different and some strategies on the list may not be appropriate to the situation or pupil; pastoral teams will use their professional judgement to respond to negative behaviours and attitudes, reinforce expectations and re-engage pupils in learning.

- Tutor report
- HoY report
- SLT report
- Parental Meeting
- Barriers to learning referral to SEND team
- Behaviour contract

Routes 2 Inclusion (r2i)

When a pastoral team is concerned about the behaviour or conduct of a pupil, they will begin the Routes 2 Inclusion process. This is a programme developed by Nottingham City's Educational Psychology service to help identify and address possible root causes of poor behaviour. This may require additional accommodations or special routines and procedures being put in place for some pupils. These might include (but is not restricted to): positive report; time-out passes; safe-spaces for social times; amended or part-time timetables.

The programme is initially led by the pastoral team but may result in referral to the academy's Learning Support Team. The SEMH Coordinator (Social, Emotional and Mental Health) may arrange additional support in the form of ELSA (Emotional Literacy Support) or counselling from CAMHs or our own in-house counsellor. The SENDCo may explore other barriers to learning such as dyslexia or dyscalculia or refer to specialists and educational psychologists from Nottingham City Council that specialise in areas such as behaviour, disability, or autistic spectrum disorders. There may also be involvement from the schools Safeguarding and Welfare team who may be required to liaise with family support workers and social workers. Weekly Individual Pupil Needs Meetings, chaired by a member of the Senior Leadership Team, are used to coordinate work pupils receiving this level of additional input. Other methods of support are, Zones of Regulation, Emotional Coaching, Meet and Greets, Therapy dog and lunchtime provision.

Serious incidents or persistent poor behaviour

In some cases, a serious incident or persistent poor behaviour may require a more stringent sanction. Any recommendation to use these sanctions must be submitted to the Principal with the appropriate supporting evidence.

The Principal (or Deputy Principal in his absence) will make the final decision on whether to apply this or another sanction. Such sanctions may include:

- Fixed term isolation in the reflection room
- Fixed term isolation at another school
- Behaviour contract
- Phased reintegration contract
- Suspension
- Placement at an Alternative Provision
- Managed Move
- Permanent Exclusion

When recommending the use of one of these sanctions, the evidence should include:

- Relevant staff and pupil witness statements of the incident.
- A history of previous sanctions, support, and other interventions received by the pupil.
- This would be supported by the Pupils At Risk data.

Reflection Room

Students that are placed in the Reflection Room, will be excluded from their normal lessons and isolated from their peers for either 3 periods (after a second removal from lesson in a day) or for a full day/number of full days depending on the circumstances. Details will be logged on class charts and parent/carer informed via phone call by the person on call at the time.

Students will be provided relevant work through Teams, appropriate worksheets and textbooks or other learning platforms (such as Hegarty Maths).

Pupils must also complete some restorative worksheets/pack so that they reflect on their behaviour.

Failure to complete the restorative worksheets/pack in a satisfactory way is likely to lead to a further sanction.

Before entering the Reflection Room, on call staff will inform students of the expectations in the provision:

- To be silent.
- To follow instructions, including sitting where instructed.
- To complete the work set.

Failure to comply with the expectations in the Reflection Room will lead to more serious sanctions being used. Supervising staff will alert on call staff to any issues regarding conduct in the Reflection Room.

Repeat use of the Reflection Room

Any pupil placed in the reflection room on 3 occasions in a week will remain in there until a parent/carer meeting has been attended. Repeated behaviour in this manner will lead to a suspension. Supervising staff will inform the Principal and Assistant Principal (Behaviour and Attitudes) of this requirement at the point of the third placement of a pupil in the room in a week. This is recorded as a D4 by the supervising member of staff.

Suspension

If a suspension is issued, the parent will be informed by phone and a letter will be sent to the parent on the same day that the suspension is issued. The letter will give details of the reason of why the pupil has been suspended as well as the time, location, and attendees for the re-admission meeting. The pupil will need to complete a reflection booklet and the answers will be discussed in their re-admission meeting.

The re-admission meeting will normally be conducted by the link member of SLT for the pupil's year group. At this meeting, a re-admission contract will be agreed. The terms of this contract will vary according to individual pupil needs and will usually be drawn from the above list of pastoral strategies and sanctions. The pupil will also be placed on SLT report for 2 weeks (minimum).

Pupils who demonstrate any of the 'red line' behaviours listed below are likely to receive a suspension. These can vary in length. The length of suspension will depend on the seriousness of the incident and/or the previous behaviour history of the pupil. The final decision to suspend and for how long will always be made by the Principal.

- Physical assault against a pupil or an adult
- Verbal abuse/threatening behaviour against a pupil or an adult
- Truancy
- Refusing to follow instructions first time, every time, to everyone
- Walking away from a member of staff
- Refusing to hand in their mobile phone
- Bullying
- Discrimination of any of the Protected Characteristics
- Sexual misconduct
- Drug, smoking, vaping and alcohol related
- Damage to school or other pupil's property
- Theft
- Persistent disruptive behaviour
- Inappropriate use of social media or online technology
- Use or threat of use of an offensive weapon or prohibited item

Managed Moves, Alternative Provision and Permanent Exclusions

The decision to permanently exclude a pupil is never taken lightly. The negative impact this almost always has on a pupil's life chances is always a key element of any consideration and is why a permanent exclusion is a last resort at Nottingham Girls' Academy.

However, there are times when a pupil's behaviour is so detrimental to the safety, or education of others at the Academy that a decision to remove them from the mainstream environment must be taken.

In this circumstance, in an attempt to try and avoid a Permanent Exclusion, the Principal will consider whether the pupil might benefit from a fresh start at another school. This is referred to as a managed

move; a trial placement at another school to see if a different setting and/or a different peer group can have a positive impact on the pupil's education. They are usually only successful if both the pupil and their parents/carers support the move. A managed move is organised in conjunction with the Local Authority's Fair Access Panel. They usually last 12 weeks, during which time the pupil's behaviour and attendance are closely monitored. If behaviour and/or attendance does not meet the expectations of the placement school, they may terminate the managed move. However, if the pupil's behaviour and attendance do meet the expectations of the placement school then they will take the pupil onto their roll at the end of the managed move.

If a managed move fails, or if pupils and/or parents/carers are not supportive of such a move then a placement at Alternative Provision (AP) may be considered. Alternative Provision will usually provide the pupil with a smaller, less formal setting in which the qualifications they study will be tailored to their age, ability and interests. Usually, a pupil on AP would not follow the same curriculum being studied in the mainstream at the Academy. The Academy has the right to place the pupil where they feel appropriate. They will monitor the pupil whilst at the provision and, should there be an opportunity to successfully reintegrate the pupil back into mainstream school, this will be considered carefully.

Permanent Exclusion Permanent Exclusion is a legal process which may be used by the Academy for dealing with more serious incidents of poor behaviour when Internal or Fixed Term Exclusion may not be seen as appropriate.

At all times, the Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority. At Nottingham Girls' Academy the Principal will permanently exclude students for the following behaviours:

- Persistent refusal to follow school rules and meet Academy expectations.
- Persistent, disruptive behaviour.
- Persistent attitudes or behaviour which are inconsistent with the ethos of the Academy.
- Extreme defiance, refusing to follow instructions and endangering members of the Academy community.
- Physical assault against another student.
- Physical assault against a member of staff or any other adult.
- Sexual misconduct or assault on staff/students
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, including alcohol and tobacco.
- Deliberate extensive damage to property including Arson.
- Bringing into the Academy an offensive weapon with the intent to harm for e.g. knives, BB guns etc.
- Carrying an offensive weapon.
- Using an offensive weapon on a student/member of staff.
- Malicious allegations against members of staff.
- Intentional manipulation of students to cause harm.
- Repeat incidents of a racist, sexist, homophobic or other forms of discriminatory nature.
- Serious incidents that bring the academy or GAT into disrepute (single or repeat incidents on or off school premises).
- Gang affiliation.

Bullying and child-on-child abuse

We deal with bullying immediately and we operate a zero tolerance of it. There is no legal definition of bullying, but we have adopted Bullying UK's definition:

"Bullying is repeated behaviour which is intended to hurt someone either emotionally or physically."

We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness.
- A random act that made you scared or hurt.
- Falling out, arguing, or fighting with people, when both sides are to blame.

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute child-on-child abuse.

If a pupil feels like bullying or child-on-child abuse is taking place, they should tell a member of staff as soon as possible and action and support is logged on CPOMS.

If they are not the victim, they can support the victim by:

- Going with them to see a member of staff and backing up what they say to the member of staff.
- Telling them that you'll help them to tell their parents.
- Helping them tell their parents what's happening and asking them to communicate that to their Head of Year.
- Keeping a diary of what they see going on so that they can give the member of staff a reliable account of what has been happening.

Pupils are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble themselves.

Managing Intolerant behaviour

Intolerance of others is not acceptable in any form - verbal, written or physical - on the grounds of any of the 9 protected characteristics, sex; race - including colour, nationality, ethnic or national origin; religion or belief; disability; sexual orientation; gender reassignment; marital status; maternity needs or age.

We aim to teach our pupils that intolerance is unacceptable by discussing and challenging prejudice through various aspects of our curriculum, including PSHE.

When specific examples of prejudiced behaviour are identified, we will seek to further re-educate those responsible through bespoke interventions - often using outside agencies such as the Police - as well as reinforcing the seriousness of this with a sanction, usually a suspension.

All instances of intolerance will be regarded as a safeguarding issue to be recorded in CPOMS. Suspected perpetrators may be isolated in the reflection room whilst the issues reported are investigated by SLT as soon as is practicable.

Where it is deemed appropriate, further sanctions will be applied to reinforce the seriousness of the offence.

For clarity, the following words are not tolerated at Nottingham Girls' Academy:

- The N word.
- The P word.
- Describing something as 'gay'
- Describing something or someone as 'retarded' or a 'mongol'.

CPOMs will be used to collate reports of intolerance on the part of an individual or group of pupils and the identification of persistence and entrenchment will ultimately put the offending pupil's school place at risk.

Termly analysis of intolerant behaviour incidents will be conducted so that issues that seem more wide-spread can be dealt with through the curriculum.

How we communicate with each other

'Banter' is not an acceptable excuse for treating another pupil unkindly.

Pupils must not make comments about other people's physical appearance, embarrassing events that have happened in the past, family members etc.

CPOMs

All and any Safeguarding Concerns (including those involving our Prevent Duty, intolerance, possible bullying or child-on-child abuse) must be recorded, as soon as possible in the separate CPOMs system.

Pastoral teams and safeguarding staff will investigate these, ensure incident records are updated and classifications are accurate and escalate to the relevant external bodies where necessary.

SEND Provision

Nottingham Girls' Academy has a statutory duty under Section 10 of the Equality Act to ensure reasonable adjustments are made to manage pupil behaviour when a pupil has been identified with SEND/SEBD. Where pupils have a special educational need (SEND), display Social Emotional Behavioural Difficulties (SEBD) or display mental health needs, sanctions will be revised and made appropriate to individuals' understanding.

In order to meet the needs of pupils who require additional support to attain the expectations of the behaviour policy, we understand that employing an approach of flexible consistency is required.

Flexible consistency is a way of thinking that enables us to make reasonable adjustments for individual pupils without compromising on standards and expectations. To make appropriate adaptations to the behaviour policy for particular pupils, the pastoral and SEND teams use assessment tools (from the routes 2 inclusion framework) to identify the feelings and emotions that underlie behaviours. The intent is to better understand the cause(s) and the influences driving behaviours for individual pupils so that appropriate adaptations can be made to support all pupils in school. Students on our SEND pupil passports have adjustments made to the standard policy. These will be done on an individual basis and discussed with the pupil and their family.

This process will involve the Head of Year, SENDCo, SLT link for the year group and the Behaviour Lead. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers, via passport profiles on Class Charts and reviewed on a regular basis. The academy is committed to supporting pupils who display mental health needs. A system of referral, assessment and monitoring is in place overseen by key personnel.

Alternative Curriculum

The Academy's Alternative Curriculum groups operate a more flexible behaviour system to accommodate the needs of their pupils. Every form of behaviour is a communication and Alternative Curriculum group staff record and evaluate these to help them understand why that behaviour has occurred. The Alternative Curriculum have their own de-escalation strategies, a different thread of positive behaviour rewards and negative behaviour monitoring which is effective. Please see appendix 1 for more information.

Use of video and CCTV

The school asserts the right to use video capture devices to record student's behaviour during a specific incident. This footage may be used to inform an investigation into an incident. Due to privacy of other students and GDPR, it is not possible for parents to view this footage.

Parents' and Carers' rights of appeal

Parents and carers can make an appeal against a suspension to the Academy Council, for suspensions of five days or fewer, the Academy Council must consider any appeal that is made but cannot overturn the Principal's decision.

For suspensions of between six and fifteen days, the Academy Council must meet, if an appeal is made, to consider whether the suspended student should be reinstated. This must happen within fifty days of receiving notice of the suspension.

Parents and carers cannot appeal a decision for time spent in the Reflection Room. They can, however, make a formal complaint, which could be made after the sanction has been completed.

Parents and carers also have the right of appeal against the Principal's decision to exclude their child permanently from the school.

Reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the classroom.

Incidents where reasonable force or restraint have been used must be logged.

Searching and confiscation

NGA follows the guidance from the DfE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Items that are banned in the Academy are:

- Knives, bladed articles, or any other weapons;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- Alcohol
- Illegal Drugs
- Excessive dosage of medications

- Stolen items
- Tobacco and cigarettes
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Any item banned by the Academy rules which have been identified.

This list is not exhaustive, but also includes any other item deemed an offensive weapon or that a person under 16 years should not be carrying.

Staff have the right to confiscate these items if seen. Refusal to cooperate with confiscation is a serious act of defiance that warrants a significant sanction. Confiscated phones will be handed to the main office. They will be returned at the end of the day or given to parents by arrangement.

Where there are more serious concerns, the Principal, and/or other member of staff authorised by the Principal (usually in twos), may follow the guidance below from the DfE: “School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Principal’s and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives and weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”

Malicious or unfounded allegations against staff

We will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of students (see safeguarding policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those students involved in making the allegation. This may include suspension, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and the reputation of the school.

Appendices

1. Alternative Curriculum Behaviour Policy (Sept 2022)
2. Behaviour & Attitudes Pupil booklet (Sept 2022)
3. Greenwood Academies Pupils Behaviour Exclusions Policy (Sept 2022)