



# NOTTINGHAM GIRLS' ACADEMY



## Behaviour: Local Arrangements 2020-2021

Last review and update: June 2020 ASHDTU

Next Review: August 12<sup>th</sup> 2021

### Please Note:

This Policy is the default for the normal operational processes and procedures that all staff strive to adhere to in principle and hope to revert to fully when the restrictions placed upon us by the current global pandemic can be safely lifted. **The 'Overview of Behaviour Management in 2020-21' provides the necessary Policy amendments to accommodate our COVID Operating Procedures at the start of this academic year, which will be reviewed half termly.** Both Policy and Overview documents should be read in conjunction with the Greenwood Academies Trust 'Pupil Behaviour and Exclusions Policy for Secondary Academies' and 'Anti-Bullying Policy'.

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### Aim

The aim of this document is to set out how Nottingham Girls' Academy will put the GAT Behaviour Policy into practice - creating and maintaining 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 priority.
- High expectations which are clearly communicated to pupils, parents and staff via assemblies, letters, noticeboards, NGA notices, pupil planners and the website.
- Clear procedures and systems to ensure effective and timely recording and sharing of information.
- Effective operational routines that are applied consistently and rigorously; ensuring appropriate responses to minor incidents and immediate response to serious incidents.
- Organisational structures which support an inclusive and community approach.
- High quality data to inform individual pupil and whole academy interventions to improve behaviour.
- A culture of building mutually supportive relationships with parents/carers.

### 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, we will apply sanctions to reinforce our expectations.

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

### Classroom Management Strategies

Teachers should use strategies to deescalate poor behaviour, to re-engage, to avoid disruption and to prevent students stopping others from learning. The aim is to reduce the need to award negative behaviour points (D1, D2 etc). Issuing negative behaviour points is not an alternative to the techniques teachers use in their teaching and behaviour management. Enthusiasm, pace, challenge and positive reinforcement should be used to sustain students and enthuse them.

### 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?
- Is the work relevant, challenging and interesting enough to engage students 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 students and about the content/context of the lesson. When students are having difficulty, teachers will discuss how successful learners deal with the frustrations and create a calm atmosphere. Consideration will be given to Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box.

### Consistency

Pupils respond positively to routine and predictable, reliable, consistent patterns. Teachers will ensure that students know it is the priority to maintain the pace of your lesson for the benefit of all students.

### 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 daughters' 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.

Students also have access to ClassCharts, seeing the same icons and format as the parent app, this encourages the students 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).
- Restorative Conversations and Detentions (including marking attendance to these).
- Students placed on Faculty, Tutor, HoY or SLT Report.
- Students placed in Faculty or Instant Isolation.
- Actions taken as the member of staff 'On-Call'.
- Additional escalation and/or interventions made in response to a particular incident.

### Code of Conduct

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

These are set out in the Code of Conduct below:

#### Students 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 the teaching and non-teaching staff.
- Wear the full academy uniform.
- Be punctual for the academy and for all lessons.
- Walk on corridors and stairways on the left in single file.
- Line up calmly for lessons in preparation for entering the classroom.
- Sit where directed to by their teachers.
- Leave lessons only when directed by a member of staff.
- Hand in all work on time.
- Have a pen, pencil, ruler, rubber and their planner which is provided by the academy and a suitable bag.
- Be respectful of the academy 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 permissions to leave their seat.

#### Students must not:

- Use mobile phones, iPods or other electrical items on the academy site.
- Use bad language or swear anywhere on the academy site.
- Wear make-up 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 or the academy fabric.
- Show intimidating or discriminatory behaviour - physically, verbally or otherwise.
- Leave classrooms without permission.
- Chew gum at any time.
- Run along the corridors or on the stairways.

- Interfere with other students' work either physically or verbally.
- Steal academy property or that of other students.
- Bring chewing gum, fizzy or energy drinks into school. They are banned and will be confiscated and binned; girls can drink water in lessons.
- Access other students' 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.

If a pupil fails to comply with the Code of Conduct, a range of strategies and sanctions can be used to reinforce our expectations. Again, 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 is different and some strategies on the list may not be appropriate to the situation or pupil; staff will use their professional judgement to respond to negative behaviours and attitudes, reinforce expectations and ensure a safe, calm and orderly environment.

- Out of lesson incident (-1 point) – disruption during social times.
- Uniform Issue (-1 point).
- Uniform isolation (-2points).
- Overdue Library Book (-1 point).
- Mobile Phone (-1 point) – the phone must be confiscated and handed to reception. Please refer to section on mobile phones.
- Late to school (-1 point) – please refer to the section on punctuality.
- Late to lesson (-1 point) – please refer to the section on punctuality.

### Rewards and Recognition - BUILD Points

In all classrooms we aim for praise to outweigh consequences. Teachers should aim for a 80/20 ratio. We need 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'.

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.

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.
- Bronze certificate for 300 BUILD points.
- Silver certificate 600points.
- Gold certificate 800points.
- Platinum certificate 900 points.
- Autumn Term reward for top 10% of each year group – TBC
- Spring Term reward for top 10% of each year group – TBC
- Summer Term rewards for top 10% of each year group – TBC
- Platinum reward – to be decided by the students.
- Students 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.
- 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 7-10, with attendance and good behaviour being pre-requisite to their award.
- Ceremony of Awards evening to be held each September. (This may be virtual / online if Covid restrictions persist).

### Managing Negative Behaviour - Negative Behaviour Points

If a pupil fails to 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 is different and some strategies on the list may not be appropriate to the situation or pupil; teachers will use their professional judgement to respond to negative behaviours and attitudes, reinforce expectations and re-engage pupils in learning.

### Managing Intolerant Behaviour

- Intolerance of others is not acceptable in any form, verbal, written or physical, on the grounds of 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 an exclusion.)
- All instances of intolerance will be regarded as a safeguarding issue to be reported in CPOMs and the pupil will be isolated 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.
- 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.

### Strategies and Sanctions for Dealing with Poor Behaviour

- A quiet word or private discussion with the pupil to highlight the issue and agree what needs to happen for things to improve.
- Use of various de-escalation strategies: deliberate ignoring; distraction; body language; non-verbal cues; humour; change of teaching style; relocation; intervention.
- Issuing negative behaviour points – for a description of all behaviours that can be awarded or issues see Appendix 1.
  - Late to Lesson (-1 point) – up to a 10-minute detention should be carried out.
  - No Homework (-1 point) – an optional detention issued by the teacher.
  - Lack of equipment (-1 point) – an optional detention issued by the teacher.
  - No Kit (-1 point) – an optional detention issued by the teacher.
  - D1 (-1 point) – final warning for repeated disruption to learning.
  - D2 (-2 points) – continued disruption following a D1. A 10-minute restorative conversation with the teacher or Head of Year must be carried out at the next available time after school. Multiple D2s across a school day will result in a 35-minute detention after school.
  - D3 'On-Call' (-4 points) – continued disruption following a D2. The pupil will be removed from the classroom by the member of staff 'on-call' for that period. They will use their judgement to determine whether the pupil can be re-integrated into the lesson or whether they will be removed for the remainder of the period. A 35-minute restorative conversation with the teacher and HoY must be carried out after school.

- Instant 10-minute detention (-2 points) – for instances of negative behaviour outside the scope of D1, D2 and D3.
- Instant on-call (-4 points) – for serious incidents that require an immediate response. These will usually be followed up by SLT.
- Truancy (-2 points) – 35 minute after school detention to be carried out for missing their lesson.
  
- Contacting parents/carers - following persistent D1, D2 or D3s in that subject. This initially is done through the 'live feed' on their parent apps, if the behaviour continues then communication may be done via phone call, letter, SMS or email.
- Placing a pupil on Faculty Report (see below).
- Isolation outside of the HoY office (for an agreed fixed number of up to 3 lessons for that subject, communicated with home).
- Parent meeting with teacher and/or HoF.
- Referral to pastoral team for additional support.

### Restorative Conversations and Detentions

These 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 - helping both parties to move forward – or to catch up with missed learning time.

If pupils do not attend the scheduled restorative conversations or detentions, this action will up scaled with a detention extended in length each time. The reflection sheet in Appendix 2 can be used to support Restorative Conversations.

### 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 should be retained by the teacher for the duration of the report and stored in the department once it is finished with.

### Faculty Isolation

Where a pupil regularly disrupts learning in a particular subject, the classroom teacher, in consultation with the HoF, may place the pupil in Faculty Isolation. Their usual teacher will provide suitable work which they will complete sat in

the classroom of a colleague within that faculty. This might be used to allow a teacher a chance to establish routines and expectations with the rest of the group before reintroducing the isolated pupil.

Faculty Isolations will be issued over a fixed period of no more than three lessons. The subject teacher must inform the parent (by a note in the planner or phone call home) and record that a Faculty Isolation has been issued in Class Charts. This 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 HoF or link SLT member.

**Please note:**

**Whilst COVID Operating Procedures prevail, these isolations will be arranged with the appropriate HoY and Pastrol Team, or the Principal, and take place outside the HoY or Principal's office**

### CPOMs

All and any Safeguarding Concerns (including those involving our Prevent Duty and intolerance) should be recorded, as soon as possible in the separate CPOMs system.

### 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 Class Charts 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 is 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
- Instant isolation (-4 points) – only applied by HoY or SLT for serious issues.

- Parental meeting
- Barriers to learning referral to SEND team
- Pupil Intervention Plan

### **Pupil Intervention Plans**

If a pupil's behaviour has deteriorated sufficiently to cause concern, Pupil Intervention Plans (PIPs) can be used to support improvements in behaviour by identifying negative behaviours, triggers for these behaviours and strategies that will be used to try and mitigate these triggers, fostering positive behaviours. Specific targets are agreed in order to measure the impact of strategies and a date set to review this. In addition to some of the above strategies and sanctions, a PIP may include:

- Guidance for teachers on how to engage the pupil in learning.
- Guidance on seating plans and consistent application of rewards and sanctions.
- Guidance on how to build positive relationships with the pupil.
- Structured contact with parents.
- In-class mentoring and support.
- Withdrawal work for 1-to-1 or small group sessions on behaviour or counselling.

### **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
- Fixed term isolation at another school
- Personalised timetable
- Fixed term exclusion
- 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.

### Fixed Term Exclusion (FTE)

If a FTE is issued the parent will be informed by phone and a letter will be sent to the parent on the same day that the FTE is issued. The letter will give details of the reason of why the pupil has been excluded 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 relevant member of SLT and the HoY. At this meeting, a re-admission contract will be agreed. The terms of this contract will vary according to individual pupil need and will usually be drawn from the above list of pastoral strategies and sanctions. The student will also be placed on SLT report for 2 weeks (minimum).

### 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.

### **Bullying**

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.

Eventhoughthesearenotbullying, thesearestillnotacceptablebehaviourandwillstillbedealtwith.

If a student feels like bullying is taking place, they should:

- Tell a member of staff.
- Go with the person being bullied and back up what they say to the member of staff.
- Tell the person being bullied that you'll help them to tell their parents.
- Tell their parents what's happening and ask them to communicate that to their HoY.
- Keep 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.

### **Punctuality**

Pupilsareexpectedtobeontimetoschoolandtoalllessons.Punctualityisacoreaspectoffutureemployabilityand getting into good habits and routines is essential.

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 PHSE programme of study. We place a great deal of importance on this and therefore treat lateness to school seriously. Our procedures for dealing with late pupils can be found in the appendices.

When a pupil is late to lessons 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 detention. This may also act as an opportunity to catch up with missed work.

### Mobile Phones and Electronic Devices

Students 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. Students must only take their mobile phones out of their bags at the end of the day, once they exit the courtyard.

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 student that they can collect it at the end of the day. Each confiscation will be logged by reception staff and parents/cares will be informed via a postcard sent home. Further sanctions will apply for repeated offences:

- **Step 1** - First postcard - notification to parents at home that a school rule has been broken and we would like them to reinforce the no mobile phone policy.
- **Step 2** - Second postcard - pastoral team phone home to discuss this has happened again, check postcards are getting home, ask for help in reinforcing the rule, and explain how this will escalate if it continues, lose two days of break and lunch time socials.
- **Step 3** - Third postcard - parents invited in for a meeting with (D) HoY. Contract agreed that phone is handed in to reception every morning and collected every evening for a fixed period of time (minimum of two weeks).
- **Step 4** - Fourth postcard - parents invited for meeting with SLT line manager for the year group and a temporary isolation at another site.

A student who refuses to hand their mobile phone over to a member of staff will have it confiscated by a senior member of staff and the student's parent/carer will be asked to collect it from the Academy.

A student who refuses to hand their mobile phone over to a senior member of staff may be given a fixed term exclusion and, in future weeks, will be asked to hand their mobile into Reception at the beginning of the day for a notified period of time – see Step 3.

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.

### Appendices

Below are behaviour incidents that can be recorded for students on Class Charts.

#### Positive

Students can be awarded the following behaviour categories:

#### Positive

#### Negative



BUILD Point



Postcard home



HOY BUILD Points



Phonecall home



HOY BUILD Points

HOY BUILD points – Every day all year teams will award students that are present and punctual with 5 BUILD points, this means that each student effectively gets one BUILD point for each of their lessons.



BUILD Point

Students can gain a BUILD Point at any time for doing something that makes them stand out; going above and beyond, attending extra-curricular activities, completing additional work etc.



Postcard home

Students will gain two BUILD Points and be sent a postcard home if the member of staff thinks they deserve something more than a build point. It shows extra recognition and achieving one is special.



Phonecall home

Staff will log when a phone call home has been made to parents – these are positive phone calls home, which are more personal.

#### Negative

Negative incidents occurring both inside and outside of the classroom are recorded by staff. Students can be awarded the following behaviour categories:

### Disruption in lessons



D1 Repeated Disruption Final Warning



D2 Disruption Detention



D3 Disruption On Call

Or



Instant On Call

Or



Query



D1 Repeated Disruption Final Warning

This indicates a final warning has been given to the student for their low level disruption so far in the lesson. It is a noted warning before any consequences are issued and will therefore receive -1 negative point.



D2 Disruption  
Detention

The student has been given a chance to try and change their behaviour, if they fail to respond to a D1 final warning they may be issued with a detention of up to 10 minutes for a restorative conversation to take place. This should be issued at the earliest opportunity, to ensure the situation is resolved before subsequent lessons and will therefore receive -2 negative points.



D3 Disruption  
On Call

If a student's behaviour does not improve and the D2 becomes ineffective, then On Call will be requested to support. This will also automatically generate a 20-minute lunchtime detention. This will result in receiving -4 negative points.



Instant On  
Call

The D1, D2, D3 should be utilised in the classroom to combat low level disruption and they are graduated responses. Instant On Call should be used for the most serious events and a note is required from the member of staff On Call. The member of staff dealing with the incident HOD/HOY/SLT will add an additional note with what the action has been, this will result in receiving -4 negative points.



Late to  
Lesson

For those individual students that do not arrive to their lesson on time. This automatically creates a 10 minute detention, where students can catch up on the learning that was lost. This will result in receiving -1 negative point.



Lack Of  
Equipment



No  
Homework

No homework and lack of equipment have an optional choice of whether to issue a detention for it or not. These will result in receiving -1 negative points.



No Kit

The no kit can be an immediate detention and this will result in receiving -1 negative point.



Phonecall  
home

Staff will log when a phone call home has been made to parents – this will allow the situation to be explained in more detail.



Overdue  
library book

Students will be given the opportunity to return their library books with enough notice, if they fail to meet the deadline, this will result in receiving -1 negative point for every day that it is overdue.



Instant  
Isolation

This will be used when a student is not able to attend lessons. This could be for unacceptable behaviour or whilst being investigated prior to a possible exclusion etc. This will be at the HoY or SLT's discretion and will result in receiving -4 negative points.



Uniform Issue

This can be used by the HoY/DHoY for students with incorrect uniform however, they are still able to attend lessons, i.e. borrowing a school tie (**not during COVID restrictions**), this will result in receiving -1 negative point.



Uniform  
Isolation

Students' uniform does not meet Academy standards and therefore they will need to be isolated from lessons and kept with their HOY.



This generates a 15-minute same day lunchtime detention with the HoY. Heads of year will then follow this up with their lunch time HoY detentions. This will result in receiving -1 negative point.



Students that are consistently issued an SLT late detention, over consecutive weeks, will be issued a Monday lunch time litter picking community service. Punctuality is so important and therefore this will result in receiving -1 negative point.



Students are not allowed to have their mobile phones out during the school day, if they are seen with their mobile phone, the member of staff will take it off them and hand it into reception. Each offence is worth that many negative points.



This can be used by anyone in the school for incidents that take place outside of their classroom. This will result in the students receiving -1 negative point.



**Breaches of COVID rules** fall into 4 categories: ,

- Deliberate movement out of zone
- Deliberate non-compliance with hygiene measures
- Deliberate breaches of distancing rules
- Disposal of chewing gum within the school grounds on desks, walls or flooring



**Fixed term exclusions** of 1 to 5 days can only be authorised by the Principal for the most serious of breaches in the students' code of conduct.

**Reflect on your behaviour** *Please complete this form prior to your reintegration meeting and return with you at your meeting.*

|   |  |               |  |
|---|--|---------------|--|
| <b>STUDENT NAME:</b>                                |  | <b>HOUSE:</b> |  |
| <b>DATE:</b>  |  | <b>TUTOR:</b> |  |
| Please summarise what happened?                     |  |               |  |
| How could you have dealt with the situation better? |  |               |  |
| How do you feel about your actions?                 |  |               |  |
| Who has been affected by the incident?              |  |               |  |
| What needs to happen now?                           |  |               |  |

You need to write a letter of apology explaining why you are sorry:

### Pupil Intervention Plan

|                    |  |                     |  |
|--------------------|--|---------------------|--|
| <b>Student:</b>    |  | <b>Tutor Group:</b> |  |
| <b>SEN Status:</b> |  | <b>Other Notes:</b> |  |
| <b>Start date:</b> |  | <b>Review date:</b> |  |

|   |
|---|
| <b>Behaviours</b>                                   |
| <ul style="list-style-type: none"> <li>•</li> </ul> |

|   |
|---|
| <b>Triggers</b>                                     |
| <ul style="list-style-type: none"> <li>•</li> </ul> |

|   |
|---|
| <b>Strategies</b>                                   |
| <ul style="list-style-type: none"> <li>•</li> </ul> |

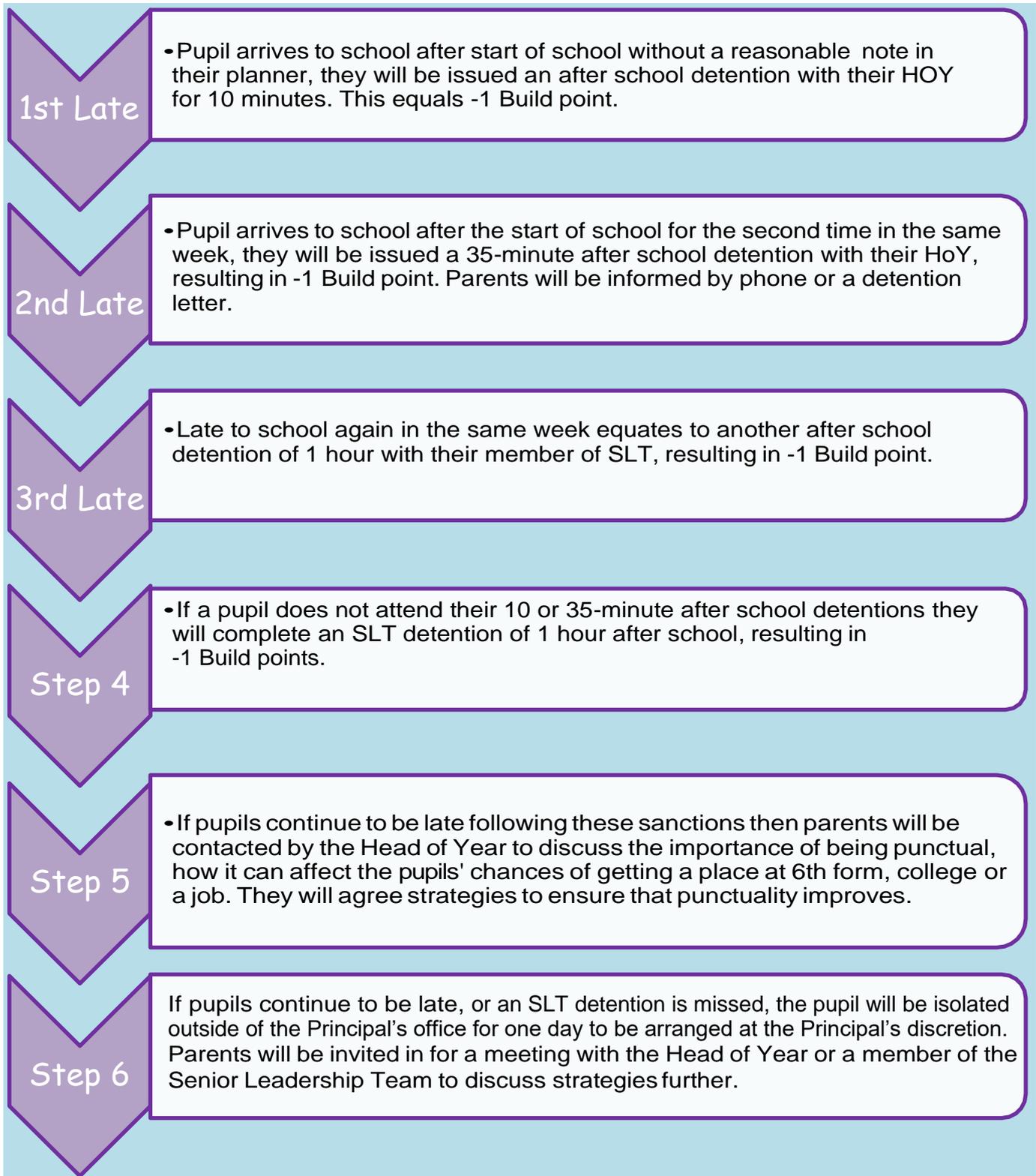
  

|   |
|---|
| <b>Targets</b>                                      |
| <ul style="list-style-type: none"> <li>•</li> </ul> |

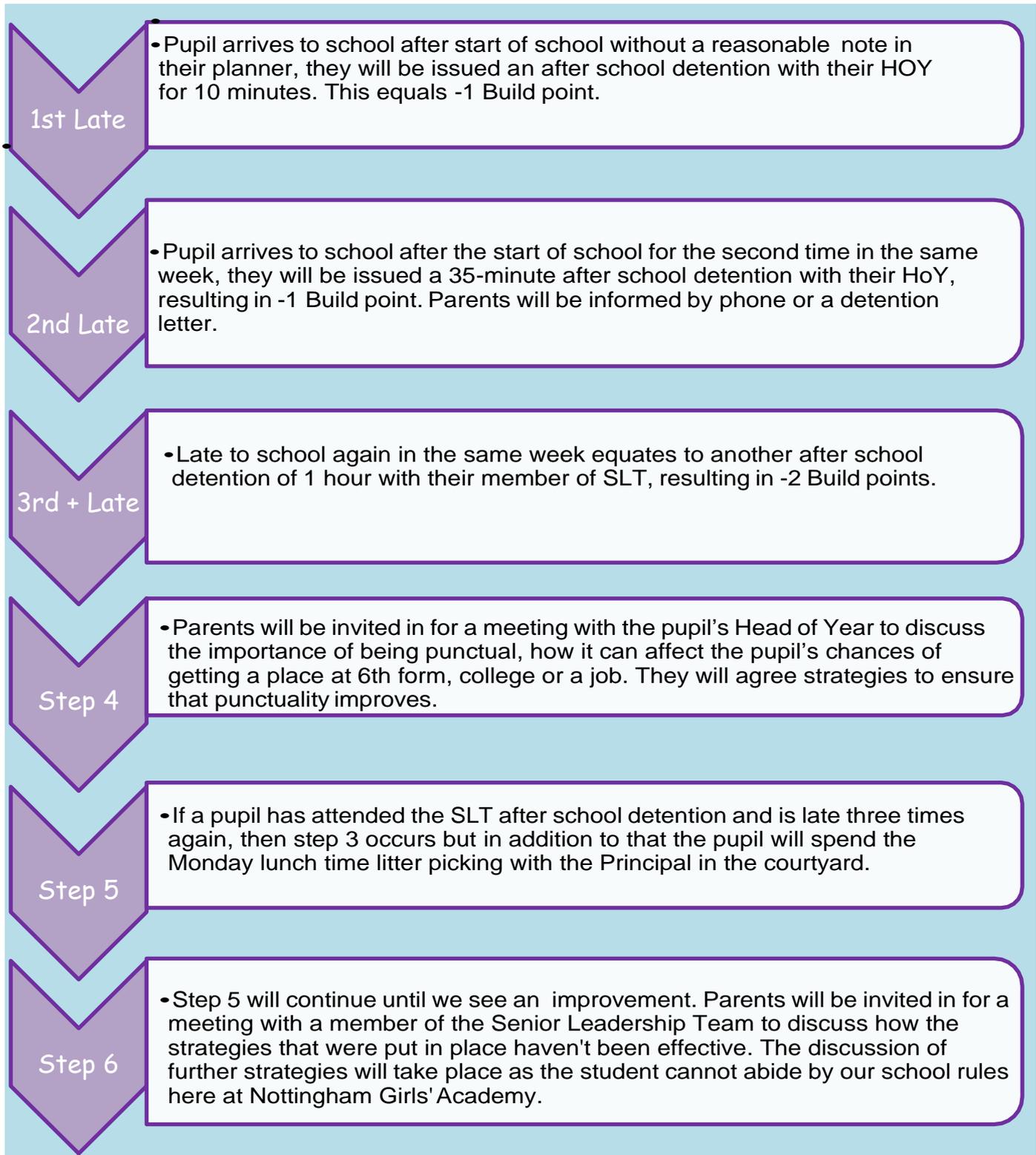
  

|   |  |              |  |
|---|--|--------------|--|
| <b>Member of Staff<br/>Completing Review:</b> |  | <b>Date:</b> |  |
|---|--|--------------|--|

### Year 7 and 8 – Late to school protocol



### Year 9, 10 and 11 – Late to school protocol



### Reflect on your punctuality

*Please complete this form in your SLT late detention on Friday afternoon 3-4pm.*

|   |  |               |  |
|---|--|---------------|--|
| <b>STUDENT NAME:</b>  |  | <b>HOUSE:</b> |  |
| <b>DATE:</b>  |  | <b>TUTOR:</b> |  |
| Please explain why you continue to be late?   |  |               |  |
| What could you do in the mornings to help deal with this better?  |  |               |  |
| Do you feel like being punctual to school is important? Please explain your answer whether it is yes or no. |  |               |  |
| Who else is affected by your poor punctuality?  |  |               |  |
| What needs to happen now?   |  |               |  |
| P.T.O   |  |               |  |

Answer the following questions based on this scenario:

You are going for your first ever job interview, you have wanted a job like this for ages, it pays good money and one of your friends works at the company too. Answer the following questions.

How does the company find out information about you?

What you think an employer would look for in a new candidate?

If your Head of Year had to write a reference about you, what do you think it would say on it?

To summarise:

How are you going to improve your poor punctuality?

Do you like the idea of litter picking? That is your next sanction if you get to an SLT detention again, or your HOY isn't happy with how often you are late.

