



Nunthorpe
Academy

Behaviour Policy

2024/25

Approved by:	NMAT Board of Trustees	Date: July 2024
Next review due by:	July 2025	
Responsible	Head of School/Vice Principal/ Assistant Vice Principal Behaviour and Attitudes	

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1. Ethos

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

At the core of our ethos are the valued positive relationships between staff and students and we are proud of our friendly and purposeful atmosphere. Acknowledging and rewarding excellent behaviour, hard work, personal responsibility and participation are all integral to our high levels of achievement. Behaviour will be managed consistently so that students and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust. This Policy sets out to ensure that all students are able to access our vision.

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

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

2. Promoting High Expectations

1. **Achievement Points** – These are used by all staff to reward such areas as excellent effort, academic achievement, excellent progress, mature behaviour, helping others, social conscience etc. Students have the opportunity to use their reward points over the academic year to 'cash in' achievement points for rewards in Class Charts.

2. Head of Department Commendation and Senior Leadership Team (SLT)

Commendation – Awarded for going above and beyond – A teacher, Head of Department or Pastoral Manager can nominate any student for this reward at any time, if they feel they are deserving.

3. Hot Chocolate with the Head - – A weekly reward for nominated students. Awarded for going above and beyond – Any member of staff can nominate any student for this reward at any time, if they feel they are deserving. Students are celebrated through all of our social media channels and on a central board within the academy.

4. Governors Celebration Awards (Rising Stars) – Each department and Year group are asked to nominate a student each term for excellent effort, improvement or attitude to learning and attendance for which they receive a certificate and badge at the Governors Celebration Event. All nominees receive a letter celebrating their achievements.

5. Star Student – Every half term each tutor will nominate a tutee for star student. All Tutor responses will be recognised with one overall Star Student for each Year group. Students are celebrated through all of our social media channels and on a central board within the academy.

6. Rewards Assemblies – Held at the end of each half term within each Year group to recognise and celebrate success. A variety of achievement points are awarded based on excellent effort, progress and exemplary behaviour and attendance.

7. Attendance/Punctuality Awards (maintaining expected attendance above 96%) -

There is appropriate recognition for excellent attendance and punctuality, and in recognition of student improvement, with students receiving extra achievement points and tickets into a prize draw, as well as parents receiving a Class Charts message home at the end of every half term.

8. 100% attendance reward – In addition to the above, students with 100% attendance will be recognised termly at the Governors Celebration Awards and will receive a certificate.

9. Tutor group of the term award – Each term, the pastoral team will subjectively select a winning tutor group based on overall Behaviour and Attendance data. The winning tutor group will receive a ‘free’ 30-minute form session, with breakfast provided by the academy.

10. Prize raffle – At the end of each term, a raffle will take place. Tickets will be awarded subjectively in the proceeding weeks to students who are seen making appropriate and correct behaviour choices and attending the academy regularly, punctually and prepared and equipped.

11. Communication with parents/carers – All members of staff are encouraged to communicate via Class Charts to celebrate the successes of their students at the academy. Annual Parental Review Evenings (PRE) are held for each year group with their subject teachers to discuss positives and any areas for development to ensure the student is reaching or exceeding their potential. Parents/Carers are encouraged to contact their child’s subject teacher or relevant member of staff directly whenever they have a concern rather than waiting until a PRE. All staff emails are available on the academy website.

12. Student Council– The academy’s student council contributes to the day to day running aspects of the academy. They are given opportunities to contribute to new systems, identify needs and act as role models for the whole academy community.

All students are encouraged to be a part of this team

Student Voice - Four times per academic year, in line with the QA cycle, all students will be given the opportunity in tutor time to complete an online questionnaire. Students will be asked questions about a range of topics and responses will be collated, analysed, shared with the Governing body and will be used to drive further improvements to the academy.

13. Anti-Bullying Ambassadors – The academy’s anti-bullying ambassadors’ group has been created to provide students with the opportunity to identify concerns raise awareness and contribute to new ideas and strategies. All students are encouraged to be a part of this team.

Team Alliance – The academy’s LGBTQ+ group has been created to provide students and staff with a safe space for all to allow positive discussion around these identities and difficulties that may be faced. The group is to allow our students to experience

~~the presence~~ of all diversity and help shape an inclusive education.

development of students with a stronger sense of self, empathy and confidence which strengthens their social and emotional development.

14. In the Classroom – All staff are committed to providing a supportive atmosphere, based on mutual respect and improving motivation and confidence levels by the sensitive use of verbal praise and constructive written feedback in subject books. All students fulfilling our expectations of being ready for learning and fully equipped will receive 2 achievement points per lesson. At Nunthorpe Academy, our staff are strongly encouraged to ‘Praise in Public’ (PIP) and ‘Reprimand in Private’ (RIP).

3. Focused Strategies to support Positive Behaviour

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

We will ensure that all staff are provided with appropriate training, guidance and support to enable them to apply Nunthorpe Academy policies fairly and consistently. We will also ensure that we are clear with students regarding our expectations and the consequences (positive and negative) of the choices they make.

Nunthorpe Academy will track, record and report behaviour data on a regular basis to internal and external stakeholders. This information will be used to inform strategies and interventions on a whole school, group and individual level. Data and information will be treated sensitively and GDPR requirements will be strictly adhered to.

1. Pro-active measures:

- i) Teachers plan high quality lessons, which are accessible to, stretch and engage all learners.
- ii) Teachers ensure clear routines are embedded and expectations are applied consistently and fairly.
- iii) Teachers meet and greet students at the door for each lesson.
- iv) Teachers use seating plans to ensure that learning is optimised

v) Senior staff notified before behaviours escalate so that they can intervene, as appropriate Pre-BFL available for all staff to call for support from the Senior Team to attend a lesson and have a reset conversation with a student to support learning.

2. **Behaviour Points on Class Charts:** Staff are required to log behavioural incidents on the academy database (Class Charts) so that patterns of behaviour can be monitored and parents/carers can be informed (where necessary) with appropriate reformative action being taken. These will be logged as Verbal Warning (VW); N1, N2, Pre-BFL, N3.
3. **Whole Academy Detentions (Pastoral / Curriculum):** A student may be required to attend one of our whole academy detentions. These are 60 minutes long, running from 3.00 – 4.00pm. Curriculum detentions are focused on academic issues and are designed to support and challenge students with home learning and classroom issues. Pastoral detentions are focused on behaviour issues and will involve a 1:1 conversation with the relevant pastoral lead to establish reasons, facilitate reflection and set targets going forwards. The student and parent / carer will usually be given 24 hours' notice of the detention via Class Charts. Failure to attend or successfully complete a Curriculum detention will escalate to a Pastoral detention. Failure to attend or successfully complete a Pastoral detention will escalate to a full day in Isolated Learning, which will take place, where possible, the following day.
4. **Behaviour for Learning (BFL):** If a student has worked through the verbal warning, and the N1 – N3 section and fails to comply, BFL will be called to remove the student from the room and place them in Isolated Learning for the remainder of the day until 4:00pm. This is a serious sanction and leaders reserve the right to make adjustments when other sanctions may be deemed more appropriate. Parents/Carers will be informed on the same day if their child has been removed from the classroom. If a student with a social worker (including if they have a Child in Need plan, a Child Protection plan or are Looked- After), receives this sanction or any of those which follow, we will notify their social worker. If the student is looked-after, we will ensure that their Personal Education Plan is appropriately reviewed and amended and will notify their Virtual School Head.
5. **Isolated Learning:** A student may be required to spend time in Isolated Learning. This sanction is used if a student is removed by BFL from a lesson or demonstrates the behaviour noted in the Behaviours and Sanctions grid below. Isolated Learning runs from 8.30am to 4:00pm. Whilst in Isolated Learning the student is expected to complete work and comply with the expectations in Isolated Learning whilst reflecting on what has happened and how to avoid a repetition. If deemed appropriate, students may be given 'cool down' time before they enter this space to ensure that they are in the correct frame of mind to succeed. Expectations for Isolated Learning will be made clear upon entry. Students who 'fail' Isolated Learning will be suspended (unless a reasonable adjustment has previously been agreed by a member of the SLT). Failure could be caused by:
repeated refusal of reasonable requests, repeated disruptive behaviour or walking out without permission.
6. **Suspension:** More serious or persistent breaches of the Academy Behaviour Policy may result in a student receiving a suspension. After each suspension, a readmission meeting is scheduled to allow academy leaders to meet in person with the parent/carers and the student to discuss the nature of the behaviour and support or interventions that may be required to modify behaviours. Nunthorpe Academy will ensure the continuation of

education for any student who is suspended by setting appropriate work through Class Charts (as for all absent students). Students' are required to return this work completed at their re-admission meeting for returning to staff for assessment. Parents/Carers and the local authority will be notified as soon as possible.

7.

We will support students to reintegrate successfully into school life and full-time education following a suspension. Through a formalised re-admission meeting, we will help them understand the impact of their behaviour on themselves and others; teach them to how meet the high expectations of behaviour in line with the academy culture; and endeavour to foster a renewed sense of belonging within the school community and build engagement with learning.

Suspensions will be incremental and will automatically increase by half a day if a student conducts a further incident. e.g., half day, one day, one and a half, two, two and a half, three, three and a half, four, four and a half, to a maximum of five days. However, a particular incident may deem its own number of day suspension due to severity of the incident. e. g., three days as a standalone sanction.

8. Governing Body Disciplinary Committee (GBDC): For students who exceeds 15 days of suspension within any one term, the governors will meet with the family, Head of School and relevant Pastoral Manager to discuss the latest suspension. This is designed to enable next steps going forward to support the student and hopefully prevent a permanent exclusion.

Permanent Exclusion: This will only be used in the most extreme cases where all other options have been considered. In line with the Academy Trust's Articles of Association, Terms of Reference and Schemes of Delegation, the decision to exclude will only be made by the Head of School. A decision to exclude a student permanently will only be taken in response to serious or persistent breaches of the Academy's policy and where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

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

Nunthorpe Academy have a clear process for exclusions that includes the following:

- A reliable method for monitoring the 45-day suspension rule, including suspensions received from other schools;
 - A formal process for informing parents/carers, social worker (where relevant), governing board and local authority, clearly setting out all reasons for the
 - Provision of up-to-date links to sources of impartial advice for parents/carers;
 - Reintegration of suspended or permanently excluded students and supporting student's future behaviour;
- A formal process for arranging, at short notice, suitable full-time alternative education for students receiving suspensions over five school days.

The Head of School may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where a is cancelled, then:

- Parents/carers, the governing board, and the LA will be notified without delay and, if relevant, the social worker and Virtual School Head (VSH); Parents/carers will be
- offered the opportunity to meet with the Head of School to discuss the circumstances that led to the being cancelled; Schools will report to the governing
- board once per term on the number of which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and; The student will be allowed back into
- school.

4. Other Supportive Strategies for Improving Behaviour:

- **Restorative conversations:** When deemed appropriate, we will facilitate restorative conversations between staff, students and mediator to support the re-building of working relationships and to ensure that incorrect behaviour choices are addressed.
- **Reports:** For some students monitoring in the form of a report can promote positive behaviours. Students can be placed on report by tutors, pastoral managers or progress leaders. If improvements are not made a student will be placed on SLT Report and be required to 'check in' with a senior leader on a daily basis. A weekly meeting will also be used to discuss progress against targets.
- **Contact Home:** More serious misdemeanours or ongoing issues will result in contact home. Where necessary, parents/carers are asked to attend meetings in the academy to address serious or persistent negative behaviour.
- **Pastoral Intervention within the Academy Day:** Small groups of students or individuals may be withdrawn from lessons to work towards specific targets to improving their behaviour, social and emotional needs and work output in the academy. Recommendations for this support are made via the Pastoral team.
- **Pastoral Support Program (PSP):** Students identified as requiring additional support may be placed on our Pastoral Support Program. This is a six week programme designed to identify the causes of behaviour, barriers to learning and engagement and put strategies and targets in place to support the student to make better choices. These usually involve a weekly, 30 minutes, 1:1 meeting between the student and their Pastoral lead. At any one time, up to 10 students in a year group may be on a PSP.
- **Thrive:** Students are identified from KS3 for 1:1 support focusing on their emotional needs. Individual plans are put in place and targets drawn up to support students in making better choices at the Academy. This approach is informed by established neuroscience and attachment research, as well as child development studies and research into risk and resilience factors. Sessions are usually weekly and between 30 minutes to an hour in length. The programme runs in 12 session blocks.
- **Behaviour modifications:** Behaviour modification is a process of changing patterns of human behaviour by using various motivational techniques, such as negative and positive reinforcement. It is seen as a successful tool to encourage desirable behaviour in children. Students are identified through data analysis and provided with timetabled small group work for a two-week period.

- **Local Authority Inclusion Team:** Students at risk of permanent exclusion are monitored by the LA Inclusion Team in addition to academy staff. Students above 10 days suspension will be referred to a meeting with parents/carers, the Pastoral team, AVP Behaviour and Attitudes to agree targets and alternative strategies where the above have not demonstrated a sustained and improved impact by the student.
- **The Bridge (SEND provision):** A small number of students who demonstrate more significant challenges with behaviour in the wider academy and/or classroom settings, may be educated on a short-term basis in The Bridge. Parents/Carers are fully involved with the decision to support their child in this facility and will be required to attend an entry and exit meeting along with half termly review meetings. For some students all academy-based resources and provisions have been utilised without impact and full-time education is no longer appropriate at the academy. Therefore, more long-term provisions can be applied for by the academy through the relevant Local Authority to support those at risk of permanent exclusion. Sessions as The Bridge are based around emotional resilience and behaviour modifications and use resources from ESBA, Talkabout for Teens and scenario/practical sessions are in place to allow meaningful progress to be made. Sessions are agreed half termly and the amount of sessions and duration is given on individual student need and is based on a tier system (student data informs the tiers.)
- **Managed Transfer:** A managed transfer is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed transfers should only occur when it is in the student's best interests.
- **Off Site Direction:** Off-site direction may only be used in a way to improve future behaviour, where school interventions and outreach work has been unsuccessful and/or are inappropriate in modifying behaviours then off-site direction for a specific period can be directed at another mainstream school or alternative provision. This will not be a permanent move to another school. The expectation is that behaviours will be modified through a clear plan of intervention prior to re-integration back to Nunthorpe Academy within a set time frame. The length of time spent in another provision will depend on what best supports the needs of the student and potential improvement in behaviour.

5. Child on Child Abuse

Child-on-child abuse is defined as “any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate”

Nunthorpe Academy take this extremely seriously and will respond swiftly and appropriately. Further details can be found in the NMAT Child Protection and Safeguarding Policy.

Specific logging of incidents on Child on Child Abuse are recorded using government directed terminology and are required to be reported to the LA and Ofsted on request. Terms include:

Child on Child Abuse- Verbal

Child on Child Abuse- Physical

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Ready Respectful Safe

6. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

We will prevent bullying by:

- Creating and promoting a culture in which students treat with another with dignity, kindness and respect.
- Openly discuss our differences in a way that fosters understanding.
- Ensuring that all staff are vigilant.

We will deal with any incidences swiftly effectively by:

- Taking any allegations seriously
- Investigate issues thoroughly and sensitively.
- Ensure that sanctions imposed are proportionate and act as a strong deterrent for future offences.
- Use restorative practices to ensure poor behaviour choices are reflected upon and lessons are learnt.

Further Information can be found in the NMAT Ant-Bullying Policy.

7. Off Site Behaviour

Sanctions may be applied if a student has made poor choices when off site.

For example:

- When on an academy visit
- Travelling to and from the academy
- When wearing academy uniform

We will liaise with public transport providers and local authorities as and when appropriate to ensure that our expectations are met.

Any incidences will be investigated swiftly and transparently and sanctions will be applied fairly and appropriately.

8. Online Behaviour

How students interact online can have a considerable impact upon the culture at the academy. We maintain the same expectations of behaviour online as we do elsewhere and expect all students to be treated with respect, kindness and dignity.

Examples of unacceptable online behaviour include, but are not restricted to:

- Bullying
- The use of inappropriate language
- Sharing of inappropriate videos or images
- Sexual harassment

Filtering and monitoring systems are in place within the academy, using Smoothwall, as required through KCSIE and monitored by the IT team and DSL.

Although, ultimately parents/carers are responsible we will still treat any allegations seriously and deal with incidents swiftly, transparently and appropriately.

Please refer to the Mobile Phone Policy for further information.

9. Criminal Behaviour

In cases when a member of staff or Head of School suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the academy will ensure that any further action they take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

10. Positive Handling

Positive handling is defined as application of reasonable force with the intention of protecting a child from harming themselves, others or seriously damaging property. As a result, there are circumstances when it may be appropriate for staff at the academy to use reasonable force. Nunthorpe Academy have a team of 12 staff trained in the application of Positive Handling'.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students

The Head of School and other authorised staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

11. Nunthorpe Academy's Lesson (including tutor time) sanctions and expectations of staff

Incidents of Behaviour	Academy Behaviour Level	Actions/Response
First instance of undesirable behaviour	Verbal Warning (VW)	Verbal Warning VW. The member of staff verbally explains to the student why the point was issued and warns the student that any future behaviours will result in another behaviour point.
Second instance of undesirable behaviour	N1	Student is issued 1 Behaviour Point. The member of staff verbally explains to the student why the point was issued and warns the student that any future behaviours will result in another behaviour point.
Third instance of undesirable behaviour	N2 (pre-BFL)	Student is issued 2nd Behaviour Point. The member of staff verbally explains to the student why the point was issued and warns the student that any future behaviours will result in another behaviour point. This is logged as an N2 pre-BFL, notifying on-call staff so that the lesson can be visited and a conversation can take place to reset student behaviours for learning.
Fourth instance of undesirable behaviour	N3	Student is issued 3rd Behaviour Point and <u>final warning</u> The member of staff verbally explains to the student why the point was issued and warns the student that any future behaviours will result in a BFL. This may result in the student being required to attend a Curriculum or Pastoral detention the following day.

<p>Continued demonstration of undesirable behaviours</p>	<p>BFL</p>	<p>Student removed from lesson and taken to Isolated Learning to reflect on their behaviour.</p> <p>The member of staff explains why the point was issued and logs this on Class Charts. The student is collected by a senior member of staff and will remain in isolated learning until 4:00pm (unless a reasonable adjustment is in place).</p> <p>The member of staff must make a phone call home to parent /carer as soon as possible to inform them of this, with the reasons and detail of requirements moving forwards. This should be logged via Class Charts 'notes' for that student.</p>
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12. Behaviours, Sanctions and Tariff

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

Behaviour	BP Tariff	Possible Sanctions	Imposed by
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<ul style="list-style-type: none"> • Inappropriate Uniform/Make-up • Arrival to lesson with incorrect/missing equipment. • Quality Audience • Relationships • Failure to comply with a reasonable request. • Lack of Effort (if repeated, can only escalate to an N3, unless the student is disrupting the learning of others) • Missed home learning deadline- First Instance. • Lack of Organisation • Phone Misuse – Phone seen or used • Dropping Litter • Corridor- Poor Behaviour • Social Time- Poor Behaviour • Remote learning- First instance- Poor behaviour. • Remote learning- First instance- Failure to switch on camera/microphone when asked. 	1 or 2 BP's	N1 or N2	Any member of staff.
<ul style="list-style-type: none"> • An N3 for Lack of Effort • An N3 for Missed Home Learning – second instance • Late to the Academy (without a good reason) 		Curriculum Detention 3.00 – 4.00pm Tuesday – Friday Based in the ELZ	Any member of staff can allocate. Please set on the next available date. Multiple detentions will be sanctioned by SLT / Pastoral team.

<ul style="list-style-type: none"> • Accumulation of six or more behaviour points in a day. • Failure to attend (without a good reason), or poor behaviour in a Curriculum detention • Persistent / Severe Social time behaviour. • Use of foul and derogatory language towards another student (first instance) • First instance of breaking AUP or learner agreement 		<p>Pastoral Detention</p> <p>3.00 – 4.00pm</p> <p>Monday – Thursday</p> <p>Based in year group areas.</p>	<p>Any member of staff can allocate. Please set on the next available date. Multiple detentions will be sanctioned by SLT / Pastoral team.</p>
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<ul style="list-style-type: none"> • BFL from a lesson. • Failing to comply with a reasonable request from BFL or a senior member of staff. • Failure to attend (without a good reason), or poor behaviour in a Pastoral Detention. • Persistently demonstrating behaviour warranting a detention (see above behaviours). <p>15-21 BPs- 1 day 22-29 BPs-2 days and 30+ BPs- 3 days</p> <ul style="list-style-type: none"> • Truancy - both internal or external • First offence- Smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia. • Selling items prohibited within the academy (e.g. sweets, fizzy drinks) – 2nd and 3rd instance 2nd or 3rd instance of • breaking AUP or learner agreement • Online/cyber bullying including the sharing of images • Behaviour which potentially brings the Academy name into disrepute. • Minor assaults or fighting that is not premeditated or planned. • Sexual Harassment- Use of sexual language towards another student (first instance) • Use of foul and derogatory language towards another student or member of staff. • Homophobic or racist bullying (first instance) • Remote learning- Persistent poor behaviour. • Remote learning- Persistent- Failure to switch on camera/microphone when asked. • Remote learning- behaviour which impacts on the safeguarding, learning and progress of all remote learning users. 		<p>1, 2 or 3 days in Isolated Learning.</p> <p>Incidents during remote learning will be communicated with parents/carers via telephone. Sanctions will be considered on return to the academy.</p>	<p>AVP Behaviour, HoS</p> <p>This will be recorded on Class Charts and a Pastoral Lead will contact parents/carers.</p>
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<p>Sexual harassment- Persistent use of sexual language towards another student or member of staff.</p> <p>Continued failure to comply with a reasonable request from a member of staff- Persistent defiance or disruption.</p> <ul style="list-style-type: none"> • Refusal to complete Isolated Learning sanction. • Poor behaviour in Isolated Learning (meeting or exceeding 3 strikes). • Verbal abuse/direct swearing or use of derogatory language towards members of staff. Wilful vandalism/damage to property. Homophobic or racist bullying (second instance). • Persistent, repeated smoking/vaping on site and/or be in possession of cigarettes, tobacco and/or vaping paraphernalia. • Persistent, repeated selling of items prohibited within the academy (e.g. sweets, fizzy drinks, vapes) Persistent bullying including online/cyber bullying. • Theft Making a false allegation against a member of staff. • Significant behaviour which potentially brings the Academy name into disrepute. • Assault or second minor assault that is not premeditated or planned 		<p>Suspension for either 0.5 through to 5 days.</p> <p>If a student accumulates 15+ days of suspensions in a term this will trigger a PDC with Governors.</p> <p>Persistent accrual of suspensions could result in a Permanent Exclusion.</p> <p>Possible Permanent Exclusion.</p> <p>Referral to external agencies where appropriate.</p>	<p>HoS</p> <p>This will be recorded on Class Charts and a readmission meeting will be arranged with the parent/carer.</p> <p>A GBDC will be held for Governors to consider the Head of School's decision.</p>
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<ul style="list-style-type: none"> • Sexual assault* • Possession of drugs, drug paraphernalia and/ or alcohol related offences. • Deliberately setting off the fire alarm • Serious actual or threatened physical/sexual assault against another student or a member of staff. • Serious and/or persistent sexual harassment of any student or staff member. • Carrying/and or concealing an offensive weapon or an item that could be used as an offensive weapon. • Making a malicious serious false allegation against a member of staff. • Potentially placing students, staff and members of the public in significant danger or at risk of significant harm. • Repeated verbal abuse of staff. • Persistent disruption and defiance that may, or may not, be directly linked to the Behaviour Policy. 		<p>Permanent Exclusion</p> <p>Referral to external agencies where appropriate.</p>	<p>HoS</p> <p>A GBDC will be held for Governors to consider the Head of School's decision.</p>
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****definition of 'sexual assault' see 'Keeping Children Safe in Education' updated annually.***

13. Reasonable Adjustments:

Nunthorpe Academy staff reserve the right to apply 'reasonable adjustments' to the above when it is deemed appropriate, i.e., when a student has a specific SEN. These will be applied in a careful, considered and proportionate way. We will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements in line with the Equality Act 2010 and the Children and Families Act 2014

For children with a social worker, education is an important and protective factor, providing a safe space for students to receive support, be visible to professionals and realise their potential. A balance needs to be considered to ensure that a calm and safe environment for all students and staff can be provided.

A classroom teacher's role is to address the needs of the student in the classroom, using the Learner Passport, SEND Digest and knowledge of the student; and then to apply Verbal Warning, N1, N2, Pre-BFL, N3 and set detention as required. Teachers will endeavour to ensure that learning is engaging, challenging and accessible to all. Professional judgement

within reasonable parameters will be applied and they will endeavour to de-escalate situations where possible and appropriate.

If BFL is called to remove a student from the lesson any 'reasonable adjustment' required here to allow the student to successfully complete their sanction will be applied if appropriate with agreement by a member of the Senior Team. e.g., Inclusion or periods of respite provided by the Pastoral or Thrive Team, or The Bridge until 4:00pm.

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

The academy will facilitate restorative work between students and staff to rebuild working relationships when deemed appropriate. For example, we will facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

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

14. Searching a Student

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

Staff at the academy will complete searches without consent in line with DfE guidance 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies' July 2022

Items that can be searched for without consent include:

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

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

15. CCTV use:

In certain circumstances CCTV may be viewed by the investigating officer to clarify facts or investigate further allegations obtained when collecting student or staff accounts in

relation to a reported incident. This must align to the Nunthorpe Academy, internal investigations policy. These are detailed in our Investigations Protocol document.

Please refer to NMAT Privacy Notice for Students and NMAT Privacy Notice CCTV on the website.

16. Form time routines and expectations for all:

- Staff meet and greet students at the door.
- Formal start – students line up outside (or stand silently behind chairs if no space on corridor).
- Standards checked daily. Appropriate verbal warning and BP to be applied. No make-up for KS3, discreet foundation only for KS4 – uniform/planner/pencil case. Organisation BP applied and note in planner/forgotten planner page issued where appropriate.
- Formal invite to be seated.
- Register taken.
- Students arriving late to form time or assembly will be marked as Late on the register via Class Charts and behaviour Points awarded.
- The student planner is used as directed and this is checked by parents/carers and form tutors on a weekly basis. SPM/APM/Progress leaders/SLT Link undertake learning walks and deliver constructive feedback.
- Consistently applied expectations and use of behaviour sanctions when required.
- Students running activities so time for 1:1 with students.
- Complete daily activity as per pastoral curriculum.
- Monitoring of AP, BP (15 BP per week or 18 BP's in a HT = On Report), Attendance and Punctuality (refer to 'Attendance Policy').
- Leave students ready to learn. Formal finish. Students stand silent behind their chairs and dismissed by tutor (check for flow of students on the corridor).
- Calm purposeful exit.

16 Lesson time routines and expectations for all:

- Staff arrive at rooms and greet students at door (where applicable).
- Formal start -invite to be seated (where applicable).
- Register taken.
- If student is late to Lesson 1 (not in the lesson by 8.30am) a late mark is awarded and it is logged by the teacher as "late to academy" on Classcharts.
- Students arriving late to lesson 2-5 will be marked as Late on the register via Class Charts and behaviour Points awarded.
- Standards, issue VW, N1, N2 Pre-BFL, or N3 as appropriate.
- Consistently applied expectations.
- Quality Audience expected when requested by the teacher (3, 2, 1).
- Structure and routines established.
- Complete learning as per CPM/Medium term planning – lessons should be planned for the students in the lesson.
- All students should engage with learning to the best of their ability.
- Award one AP per lesson for students meeting expectations within the lesson. Award multiple AP per lesson for students exceeding expectations. All students who are on time for lessons, ready and fully equipped for learning allocated are awarded 2AP.

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

17. Remote learning routines and expectations:

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

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

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

18. Punctuality Expectations:

Class teachers to report lateness on Class Charts selecting the 'Late to Lesson' icon in negative behaviour.

19. Social time routines and expectations for all

- Staff arrive at duty stations on time; greet and interact with students whilst on duty. Support colleagues.
- AM – students to remain in central area (covered way/dining room) until 8.20am when staff are on duty
- Students should be challenged for:
 - Running in inside spaces or on corridors
 - Not following the one-way system
 - Not lining up in single file sensibly
 - Using inappropriate or derogatory language
 - Dropping litter
 - Being unkind or inconsiderate of others personal space
 - Excessive volume/gang mentality
 - Chewing gum
 - Not following Standards (e.g., make up reapplied at break, replacing earrings, etc.)

- Not sitting down in quads and dining spaces, not giving up seats for those needing to eat when they have finished.
- Consistently applied expectations.
- Structure and routines established.
- Award AP for students going beyond expectations.
- Award BP for students not meeting expectations as per the classroom sanctions grid above.
- Mobile phones should not be seen or heard. Please confiscate the phone if this is not the case and hand in at main reception for the parent/carer to collect.

Encourage students to leave social spaces 5 minutes before the next lesson. 10 minutes on the field. Students should be moved on and ready to learn in the next lesson.

- Persistent / Severe negative behaviour will result in an automatic Pastoral Detention.

20. Year 11 Celebration Event:

If a Year 11 student receives more than one suspension between 1 September 2024 and 1 June 2025, they will not be invited to the Year 11 Celebration Event/Prom

At the readmission meeting following the first suspension, the Senior or Assistant Pastoral Manager must make parents/carers and the student aware that a further suspension will mean the student is unable to attend the Year 11 Celebration Event/Prom. This will be highlighted in the file note which is placed on the student's file.

Following the second suspension, the student will be notified they are not invited to the Year 11 Celebration Event/Prom. This decision will be noted in the suspension letter.

21. Reports

Level	Expectations	Consequences
Tutor – Report (10 days)	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them. • Report completed by tutor using Class Charts. • Daily RAG score recorded on Google tracker • Attitude/behaviour discussed with tutor on a daily basis. 	<ul style="list-style-type: none"> ● BAPM/SPM Report.
SPM / APM – Report (10 days)	<ul style="list-style-type: none"> • Contacts Parents/Carers to inform them. • Report completed by SPM / APM using Class Charts. • Daily RAG score recorded on Google tracker <ul style="list-style-type: none"> • Progress/behaviour discussed with APM/SPM on a weekly daily basis. • Contact parents to discuss any concerns arising whilst on report. 	<ul style="list-style-type: none"> • Pastoral detention set for failed report/poor lesson/not meeting majority of targets. • Parental Meeting. • Possible extension to reporting period and moved onto the Pastoral Support Program (PSP). • SLT Link Report.
SLT Link – Report Card or Monitoring (10 days)	<ul style="list-style-type: none"> • APM/SPM contacts Parents/Carers to inform them. • Report completed by SLT Link using Class Charts. • Daily RAG score recorded on Google tracker • SLT Report 1-2-1 meetings to discuss behaviour and attendance plus targets • Progress/behaviour discussed with SLT Link on a daily basis and once per week to discuss longer term progress against targets • Inform parents/carers of success or hold a meeting to discuss any concerns arising whilst on report – Pre PSP. • Parental meeting held where deemed necessary. 	<ul style="list-style-type: none"> • Pastoral Detention • Parental Meeting. • PSP. • Isolated Learning

22. Monitoring arrangements

The Head of School, Vice Principal and Assistant Vice-Principal Behaviour and Attitudes monitor the implementation of this policy. This policy will be kept under review in light of legal developments and best practice and approved by the Board of Trustees every year.

23. Links with Other Policies

The Nunthorpe Academy Behaviour Policy links with the following policies

- NMAT Child Protection and Safeguarding Policy

Behaviour Policy – next review July 2025

Ready Respectful Safe

- NMAT Equality Policy
- NMAT Exclusions Policy
- NMAT Remote Learning Policy
- NMAT SEND Policy
- Nunthorpe Academy Annual Learner Agreement
- Nunthorpe Academy Anti Bullying Policy
- Nunthorpe Academy Alternative Provision Policy and Procedure
- Nunthorpe Academy Care and Control (Incorporating Physical Restraint) Policy
- Nunthorpe Academy Uniform and Equipment Policy
- Nunthorpe Academy Mobile Phone Policy
- Nunthorpe Academy Privacy Notices CCTV
- Nunthorpe Academy Privacy Notice for Students

Documents consulted in support of writing the Behaviour Policy include:

- Keeping Children Safe in Education 2024
- Behaviour in Schools. Advice for headteachers and school staff. September 2023
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England. May 2023.
- Redcar and Cleveland and Middlesbrough Inclusion Guidance, regular updates.
- 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies' July 2022
- Use of Reasonable Force. Advice for headteachers, staff and governing bodies. July 2013
- SEND Code of Practice 2014
- Children and Families Act 2014
- Equality Act 2010

Parents' Guide for Booking Appointments

Browse to <https://nunthorpeacademy.schoolcloud.co.uk/>



Step 1: Login

Fill out the details on the page then click the **Log In** button.

A confirmation of your appointments will be sent to the email address you provide.



Step 2: Select Parents' Evening

Click on the date you wish to book.

Unable to make all of the dates listed? Click **I'm unable to attend**.



Step 3: Select Booking Mode

Choose **Automatic** if you'd like the system to suggest the shortest possible appointment schedule based on the times you're available to attend. To pick the times to book with each teacher, choose

Manual. Then press **Next**.

We recommend choosing the automatic booking mode when browsing on a mobile device.

Step 4: Select Availability

Drag the sliders at the top of the screen to indicate the earliest and latest you can attend.



Step 5: Choose Teachers

Select the teachers you'd like to book appointments with. A green tick indicates they're selected. To de-select, click on their name.



Step 6: Book Appointments (Automatic)

If you chose the automatic booking mode, you'll see provisional appointments which are held for 2 minutes. To keep them, choose **Accept** at the bottom left.

If it wasn't possible to book every selected teacher during the times you are able to attend, you can either adjust the teachers you wish to meet with and try again, or switch to manual booking mode.



Step 7: Book Appointments

Click any of the green cells to make an appointment. Blue cells signify where you already have an appointment. Grey cells are unavailable.

To change an appointment, delete the original by hovering over the blue box and clicking **Delete**. Then choose an alternate time.

Once you're finished booking all appointments, at the top of the page in the alert box, press **click here** to finish the booking process.

Step 8: Finished



All your bookings now appear on the My Bookings page. An email confirmation has been sent and you can also print appointments by pressing **Print**. Click **Subscribe to Calendar** to add these and any future bookings to your calendar.

To change your appointments, click on **Amend Bookings**.