Nottingham Academy

BEHAVIOUR FOR LEARNING POLICY



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Rationale

This policy sets out the Academy's approach to promoting positive behaviour for learning. It supports our core purpose: **To provide a framework that ensures our Core Values (Respect, Aspiration, Pride) and Everyday Expectations are embedded within our daily practice and routines.**

The policy outlines the behaviour that we expect from all of our students and the sanctions that will be consistently enforced if this policy is not adhered to.

Policy Aims

The aims of the policy are:

- To create a safe, inclusive, and calm environment where all staff, students, parents and visitors are able to thrive free from any harassment or bullying.
- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- To ensure all students develop excellent learning habits (through our Everyday Expectations) that they need to be successful in school and life.
- To create an environment in which students are empowered and able to accept responsibility for their own actions.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To ensure students can learn, develop knowledge and understanding and find a love for their subjects.
- To develop strong partnership with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties.

The Nottingham Academy will ensure the school has a safe, calm and productive environment, where staff and students feel supported, and their work is valued. Rich opportunities add huge value to the educational experience of every child at Nottingham Academy and this is mirrored by the pastoral care provided. We understand how important it is for students to build character and resilience, to learn about themselves and develop their view of self, including discovering talents and becoming active citizens. We will work tirelessly to ensure that students seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for students to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all Nottingham Academy staff with responsibility for students. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to

ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found HERE.

Principles of the policy

This behaviour policy is written and should be read in line with the Academy's policies for:

- Quality of Education
- SEND
- Equality Objectives
- Anti-Bullying
- Safeguarding
- Attendance

Nottingham Secondary Academy - Policies

Roles and Responsibilities

At Nottingham Academy we expect exceptional behaviour and conduct. We expect students to adhere to and follow our Everyday Expectations, we expect parent/carers to support the Academy in making sure their child meets Academy expectations and we expect a consistent approach to behaviour management from all members of staff.

Promoting high expectations of behaviour around the school is the responsibility of all staff, teaching and non- teaching. All staff should expect and enforce good behaviour around the school and should lead by example.

Parents commit to their child following the Nottingham Academy Behaviour Procedures at all times

- Ensure their child meets Academy expectations, including the wearing of correct Academy uniform
- Support the school in maintaining high standards and expectations
- Work in partnership with the school to encourage exceptional behaviour
- Work in partnership with the school to establish improved patterns of behaviour when required
- Be polite and respectful towards all members of the Academy community

Students:

- **Attend** school every day, on time
- Always wear their uniform correctly and with pride, displaying a **smart and sharp** approach
- Arrive to school ready to learn with their **full-table service.** Full table service comprises of a **suitable school bag** with **pencil case** that contains **1 black pen, 1 green pen, pencil, ruler** and **rubber**
- Be polite and kind to students and staff, demonstrating our **respect values** at all times
- Arrive to lessons **on time**
- Give **100%** effort in everything they do
- Take **pride** in their work
- Follow instructions **first time every time**
- Be in the **right place at the right time** doing the right thing
- Take every **opportunity** to achieve House points

Tutors (*See also* *Appendix 8:* ***Tutor Time Priorities)* play a key role in the life of the students at the school. The tutor should be the first port of call for every student at the Academy and the person who knows them the best:

- Establish **positive relationships** with their Tutees, positively meet and greet at the door: half in/half out of corridor; ensure the students filter into the room in single file and quietly
- Have a seating plan on the board, displaying the class behaviour, ready for any conversations needed, following up any individual concerns separately
- Recognise and **reward** tutor 'Basics Check', punctuality and attendance with 10 house points and a treat token to ONE tutee per day
- Complete register accurately, recording anyone late with an L and number of minutes late on the register only – two Ls in a week will be used to generate, where applicable only, an SLT 90 minute detention but will be set by the year team who monitor these
- Check all pupils are smart and sharp and have full table service including a planner and a bag, rectifying via On Call and/or Year Team, where necessary, *before* leaving Tutor Time.
- Strictly follow the Tutor Time Weekly schedule including Attendance Streaks.
- Be aware of current and future PSHE content to be delivered prior to delivery

- Model and promote the Academy's **'Everyday Expectations'**
- Uphold Academy **standards** and **expectations**
- **Regularly and rapidly communicate** and work in partnership with parents/carers to support their tutees' attendance/punctuality and behaviour. For e.g. phone calls home, letters home and parent/carer meetings – 20 minutes per week in directed time can be used to contact home if students are persistently late or without basic expectations equipment and/or uniform
- Monitor student **attendance** through weekly meetings with absent pupils via Barrier Plans and regular communication with home. The Nottingham Academy attendance team works closely with Heads of Year and the tutor team to ensure that pupils are rewarded for attending school and showing continued improvement. Our approach is one of supporting families, rather than working against them.

SLT links are assigned to each year group and, working collaboratively with the relevant HOY, carry out daily quality assurance of tutor time activities and standards. The focus of the daily quality assurance is to ensure all pupils are attentive and focused on the aims of the session. Throughout the week, pupils will have attendance discussions, reading activities, access to PSHE curriculum and House recognition.

Classroom Teachers

In every lesson, it is an expectation that teachers will log 3 electronic golden tickets to their class. To accurately inform the rewards process, all teaching staff are encouraged to also log 'Caught Being Great' awards when pupils are praised for positively contributing to the lesson in some way.

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. This is directly linked to Teachers' Standards -part one section 7 Teachers' Standards guidance . At Nottingham Academy there is a standard that we expect all teachers to aspire to maintaining, where all staff consistently embed routines and practices to support a more conducive learning environment, and, ultimately the progress of our students.

Non-Teaching Staff

The role of non-teaching staff is central to the life and work of students in the Academy. Non-teaching staff should:

- Demonstrate consistently and actively promote *'The 6 Everyday Expectations'*
- Non-teaching staff should model high expectations of behaviour
- Uphold Academy standards and Expectations
- Recognise and reward success
- All non-teaching staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms
- Follow up all poor behaviour incidents with the relevant Heads of Year or SLT

Nottingham Academy Leaders (TLR Holders at all levels)

The Executive Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders

as well as Curriculum Leaders, Heads of Year and Deputy Heads of Year should always have a high-profile presence around the school and be out on the corridors actively ensuring students are responsibly and promptly making their way to their lessons, break or lunch. All leaders will be on the corridors at the start of the day, every lesson changeover, break time (when on duty), lunchtime (when on duty) and end of school day. In addition, there is a middle leader scheduled to be on corridors every period of each day. Regular **NAC Quality Mark 5 walks** are carried out every lesson by leaders to ensure lessons are not being disrupted and students have access to quality first teaching across the Academy. Leaders are expected to lead by example when arriving at line up points and support year teams where necessary.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge students and colleagues. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all TLR holders actively monitor behaviour and progress in their areas.

All Nottingham Academy Leaders understand that consistent application of these procedures will lead to improved behaviour. Where behaviour is not good, leading to underachievement, Nottingham Academy Leaders should consistently apply these procedures to swiftly intervene.

NAC Quality Mark 5s

QM5 - Entry and Exit to lessons

1. Teachers will be promptly at the class door or line up to positively greet students ensuring they are 'Smart and Sharp' and ready for learning.
2. Teachers ensure that students enter the room promptly and sensibly into their correct seat in accordance with the annotated seating plan.
3. Lesson should begin immediately with an engaging and relevant 'Do Now' activity that is to be completed while students enter the room. The register must be completed whilst students are completing the 'Do Now' activity *(within 10 minutes).* If a pupil is not present but has a mark from a previous lesson, then an emergency alert must be logged on Arbor.
4. At the end of the lesson, teachers ensure students tidy up their work area, stand silently behind their desks and check students are 'Smart and Sharp' before they exit the classroom.
5. The class teacher will stand in the doorway to dismiss the class in a calm and orderly manner ensuring students are following the one-way system.

QM5 - Classroom Management

1. Students are expected to follow the core value of respect towards one another by listening to others and not talking over another student or when the teacher is talking.
2. Teachers use a countdown system **3-2-1**, for example: **3** *(finish conversation),* **2** *(pens down/stop activity),* **1** *(eyes on me)* to gain silence and attention. By **0**, there should be absolute silence and all students are tracking the teacher.
3. Teachers ensure students stay focused throughout the whole lesson using an early graduated four step approach in an initial response to low level disruption which is in line with the Academy's Behaviour Policy. For example: *verbal warning; name(s) on board for negatives; move seat; removal.*
4. Teachers motivate, acknowledge and praise student effort by consistently applying rewards in line with the Academy's Behaviour Policy, for example: positive names on the board if students are 'Caught being Great' which will generate 10, 20 or 30 'House points'; 3 electronic 'golden tickets' awarded per lesson, each worth 50 'House points'.
5. To remove a student who is displaying poor behaviour despite the graduated approach and thus impacting on the learning of others, teachers use Arbor to request 'on call' by pressing *'Emergency Alert'* then *pausing* to add the *type* of behaviour. Teacher always follows up with the logging of the detail which triggers a detention for the following day as a sanction as well as a deduction of House points. Parent needs to be called/emailed and logged before the next lesson with the student.

QM5 - Teaching and Learning

1. All lessons are delivered using the designated Department PPT template *(where applicable)* and relevant teaching resources to ensure consistency in presentation.
2. Student data must be utilised to create an annotated seating plan so that lessons can be adapted effectively to meet the needs of all leaners. The seating plan has been signed off for effectiveness by the Curriculum Leader or Teaching and Learning Leader.

3. Teachers clearly communicate the 'Bigger Picture' explaining what students are learning, why it is important and how is connects to previous and future learning – alongside the lesson objective, success criteria *(including relevant grade descriptors*) and extension activities.
4. The 7 Guiding Principles are understood and consistently applied to ensure all planning, resourcing and lesson delivery is effectively meeting the needs of all learners.
5. Teachers effectively implement AfL strategies throughout the lesson to monitor understanding, provide timely feedback and adjust teaching accordingly.

QM5 - Learning Environment Expectations

1. Classroom furniture is in good condition *(chairs and blinds are not broken, desks and tables are clean and graffiti free).* The classroom is free from rubbish and clutter.
2. There should be an organised system for storing textbooks, equipment and exercise books.
3. Classrooms displays are subject specific, tidy and relevant without providing cognitive overload.
4. Classrooms which are used as a tutor base have a visible tutor board which displays attendance, year group announcements and house point updates.
5. All official Academy posters must be displayed. This includes:

5.1 NAC Uniform Standard
5.2 NAC STOP
5.3 The 7 Guiding Principles of Teaching and Learning
5.4 Safeguarding Poster
5.5 Fire Evacuation Plan

QM5 - Tutor Time

1. Tutors are promptly at the class door or line up to positively greet students ensuring they are 'Smart and Sharp' and ready for the day ahead.
2. Seating plan in place to support positive behaviour for learning and the register is taken before 8:45; if students are late, an L code and number of minutes should be entered on Arbor register **only**. **The Attendance and Pastoral teams will issue the appropriate attendance code or detention if applicable.**
3. Year Team tutor time schedule programme to be strictly adhered to and the session is delivered like a lesson, with resources on the board, circulating and promoting engagement.
4. Tutors recognise and **reward** the 'Basics Check' – planner, uniform and stationery, punctuality and attendance, with 10 house points. A treat bag must be given to ONE tutee per day and logged on Arbor. The Tutor to provide any equipment, where required – no negative points attached. Attendance streaks to be added to the planner on a Monday as per the schedule.
5. Before being dismissed in a calm manner, students are checked that they are 'Smart and Sharp' and dismissed row by row whilst the tutor stands on the door to ensure standards are maintained.

Staff Induction and Training

Our aim as an academy is to provide a disruption free learning environment. To achieve this, all staff have regular and comprehensive **Culture CPD** focused on creating and sustaining positive classroom cultures where all students can learn, thrive and achieve.

Culture CPD will:

- Foster a shared responsibility for maintaining a calm, purposeful and inclusive learning environment across the school
- Develop staff understanding of effective behaviour for learning and restorative strategies
- Promote consistency in the implementation of the school's behaviour, rewards and sanctions systems
- Support staff in establishing high expectations, routines and classroom culture
- Provide opportunities to share successful approaches to classroom management and student engagement
- Be informed by behaviour, attendance, safeguarding and student voice data where appropriate
- Enable departments and teams to identify barriers to learning, including SEND and Mental Health needs, and agree actions to improve climate and culture

Pupil Transition

The academy will support pupils to meet the behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Pupils will be reminded of the standards and expectations around behaviour by:

- Targeted Behaviour Reboots during tutor time (supported by the Personal Development Curriculum)
- Half termly Reboot assemblies for all cohorts led by SLT Link
- Termly Reset assemblies led by the Executive, Senior and Deputy Principals
- Modelled social norms and system video clips
- Deliberate practice of lesson routines and social norms

Everyday Expectations

The Nottingham Academy is built around our **Core Values** of **Respect, Aspiration,** and **Pride** and **Everyday Expectations**. Teachers and students **work together** to get the best out of each other and support each other to be the **best version of themselves**.

We have high expectations and accept no excuses. We believe every student has the right to have access to a high-quality educational experience that enables them to be successful. As a result, the Academy has a zero-tolerance approach to disrupting learning.

Our ***'warm but strict'*** approach to behaviour management means we do not choose between being either the warm teacher, with strong relationships with students and their families, high regard for the emotional well-being of their students and a kind demeanour, or the strict teacher who has high standards of discipline, who demands the best efforts from their students with firm boundaries and a consistent approach. **We are both at the very same time.** Teachers at Nottingham Academy **care enough to challenge** because we want the best for our students.

Our **6 Everyday Expectations** are:

1. ***In School On Time***
2. ***Smart and Sharp***
3. ***Full Table Service***
4. ***Respect the School Environment***
5. ***First Time Every Time***
6. ***Being in the right Place, at the right time and doing the right thing***

From the very **first day** students start their **learning journey** at the Academy, they are expected to pick up and keep our **6 Everyday Expectations** which we believe every student has the ability to demonstrate. In doing so, each student will **thrive** at the Academy and will have the **knowledge, skills** and **understanding** they need to be **successful** at college, university, apprenticeships and in the professional world of work.

Whilst sometimes this may be challenging, **we expect our students to live by Everyday Expectations 100% of the time.** If they do this, their **hard work** will be **recognised**. However, if any of the Everyday Expectations are **not met**, a **sanction** will be issued. Every time a teacher issues a student with a warning, detention or time in the Behaviour Reflection Centre, they are reminding students of the behaviours we expect to see and the behaviour we will not accept. A sanction allows the student to take the necessary next steps to ensure they improve their behaviour by making the right choices to avoid making the same mistake again. Good practice is that **we build relationships** with students is by having a teacher-led restorative conversation, however, it is not compulsory and would not prevent a student from returning to their lesson. When a student enters the classroom after they have **served their sanction**, they are welcomed back into the classroom and it is a **clean slate**.

All members of staff are expected to actively promote and model the Nottingham Academy '**6 Everyday Expectations**':

Everyday Expectation 1: In school On Time Students who wish to succeed always attend school and are on time.	• Students will attend school every day (unless absent due to a diagnosed medical condition and absence is supported by GP). • Students will strive to achieve at least 97% attendance but aim to achieve 100% • Students will arrive at the academy no later than their designated year group start time every day. • Students will arrive to school and their line up on time. • Students will arrive to all their lessons on time every day. • Teachers will take the register within the first 10 minutes of every lesson. • Any absence will be followed up with a same day text and phone call. • <u>Anything less than 97% attendance is not good enough</u> and the academy would expect this only to be the case for students with serious medical issues. If students are ill, then parents / carers must contact the academy on the morning of each day of absence. • Any planned absence should be requested using the Academy's leave of absence process. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances. • Meetings will be arranged with families and students who have attendance and or punctuality of less than 97%. **Punctuality to school** • If students are late to school twice or more without a valid reason, they will be issued with a 90 minutes SLT detention on a Wednesday or Friday or both. Where a student is regularly late, contact will be arranged with families to address the concerns.
Everyday Expectation 2: Smart and Sharp Students who wish to succeed wear a smart and sharp uniform. *Refer to the academy uniform policy or website for explicit guidance on what we consider to be 'Smart and Sharp Uniform'.*	• Students will arrive to school on time, wearing the correct uniform, in the correct way, every day. • Year teams & SLT (Pastoral Team) will check students' uniform every morning at the student entrance and during line ups. • Pastoral Team will make sure any missing uniform items are addressed and uniform has been corrected by taking the student to the uniform store and logging the item borrowed on the sheet. • Students will make sure their uniform is worn Smart and Sharp for the duration of the school day. • Students that do not return borrowed items of uniform will incur the cost of a replacement item. • We encourage parents to communicate with the Academy if there are any issues with uniform. No hoodies, jumpers, denim, leather, cropped or tracksuit jackets are allowed to be worn inside and around the Academy. Coats can be worn inside the building but must be removed at the start of each lesson as part of the beginning of lesson routines. If students breach any one part of our uniform code, they will either be given some temporary uniform to wear, sent home to

	change, or will be isolated in the Academy's Behaviour Refection Centre until their uniform meets our policy and expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly. Further details around specific uniform expectations can be found on the Academy website or in Appendix 2 Nottingham Secondary Academy - Uniform
Everyday Expectation 3: Full Table Service Students who wish to succeed always bring the right equipment to the academy every day.	• Students will arrive to school every day with a suitable bag and pencil case that contains 2 x black pens, 1 x green pen, pencil, ruler and rubber • The Pastoral Team and tutors will ensure students are ready to learn by carrying out equipment checks during tutor time • If any student forgets their Full Table Service, a fully equipped pencil case can be borrowed first time. A second or further time and a phone call home will be made, and a sanction put in place • If students want to buy any missing equipment before lessons begin, then they can from their Heads of Year or the Uniform Store
	Items not permitted in the Academy are: • Chewing gum ,Fizzy/Energy drinks • Any non-uniform items • Any item that is potentially dangerous or suspicious will be confiscated and will only be returned to parents at the end of each academy term. • **Mobile phones (See *Appendix 9* for full details)** are not allowed to be used, seen or heard in the Academy grounds. However, if parents/carers want their child to bring a phone to school for safety reasons, they must be switched off and kept in their bags until the end of day when they pass the external gates and leave site (we cannot accept any responsibility for lost or stolen possessions). • **If a member of staff sees or hears a mobile phone/headphones/smartwatch, it will be confiscated immediately *#see it, take it, have to collect it***. If parents/students need to contact each other they can do so by either phoning the Academy or using the Academy phone to contact home. • Students are expected to hand over their phone immediately which will need to be collected at the end of the day by a Parent/Carer. Students who refuse to hand their mobile phone to a member of staff will be suspended. This is classed as 'persistent refusal to follow instructions'. Repeat offenders will see sanctions increased.

Everyday Expectation 4: RESPECT the School Environment	• Throw litter in a bin – in the canteen, on the field, in the courtyard • Clear away trays, plates, cutlery and rubbish after eating • Eat in the canteen sat at a table – not eating outside • **Keeping our space clean and hygienic** • One person in a toilet at a time • Do not stand on toilet seats • Do not eat chewing gum • Do not draw or write on walls, doors, tables or any other furniture • Do not touch or pull at posters or wall displays • Do not hit or kick walls, doors or furniture • Sit on chairs and benches only – do not sit on tables or stand on benches • Do not pull or damage plants or trees • **Causing damage in any way to the fabric of the building, the furniture or school site including toilet locks and ceiling tiles, could lead to a 3 day suspension plus a requirement to pay for damages** • Report damage, graffiti and spillages • Recycle paper and plastic where possible • Pick up litter • Tidy your own work space and keep the classroom generally tidy, clean and organised • **RESPECT and encourage others to RESPECT the school environment**
Everyday Expectation 5: First Time Every Time We know that students who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful.	• Teachers will give students clear instructions. • All students will follow instructions first time every time. • Students will trust staff and never question an adult's decision anywhere in the Academy. • If students fail to follow instructions first time every time, they will receive a warning and could be removed from lessons/break time or lunchtime and placed in isolation for a fixed period of time. • If a student behaves in a way that places themselves or others at risk, they may receive a fixed term suspension. In some circumstances, students may receive a fixed term suspension for displaying persistent poor behaviour. • If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students should approach the adult to discuss the situation. We expect students to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Tutor, Deputy Head of Year, Head of Year in the first instance.

Everyday Expectation 6: Right Place, Right Time Doing the Right Thing. Students who wish to succeed are always in the right place at the right time doing the right thing in every lesson and behave in a purposeful manner outside of lessons.	• Teachers will greet students at the door • Students will arrive to all lessons on time every day with the right equipment • Teachers will have a 'Do Now' task ready for students to complete • Students will complete their 'Do Now' task in silence, unless directed otherwise • Students will complete all tasks set in lessons to the best of their ability • Students will sit up, listen carefully, ask and answer questions, never interrupt and track the teacher - in every lesson every day • Students will follow instructions first time every time • Students need to follow the one-way system when moving around the Academy unless accompanied by an adult • Students will remain in silence when asked to line up and dismissed. • During lesson changeover, teachers will move students along corridors creating a sense of urgency between lessons and to continue the controlled exit from their lesson and entry of students into the next lesson • Students will behave in a sensible, responsible and respectful manner when in the playground during breaktime and lunch time. • Students will remain seated in the Dining Hall when eating their lunch. They will return their tray and put all rubbish in the bin. • Students will demonstrate STEPS in and around the Academy and when addressing visitors. • Students are expected to show calm and sensible behaviour on the stairs and along corridors. • All students will respond immediately and be silent by the time the teacher counts down to one. Failure by a student to respond immediately to a verbal warning may lead to students being removed. Students may also receive a period of time in the Internal Behaviour Reflection Centre or be suspended for persistent poor behaviour. **Outside of school** When students are wearing their Academy uniform, they are representing the school. This includes walking to and from school. If students display unacceptable behaviour outside the Academy, such as fighting, anti-social noise/behaviour or disrupting and/or being unkind to members of the public, **they will be sanctioned based upon the severity on the incident.** It is at the Senior Leadership Team discretion to sanction a student for behaviour outside of the academy, even if a student is not wearing the academy uniform**.** Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

Reasonable Adjustments for SEND students

We pride ourselves on being an inclusive school and therefore although we expect all students to live by our 6 Everyday Expectations, we realise that students with SEND may need reasonable adjustments and additional time given to adjust, in order for the academy to meet their needs. In addition to this, all staff will use individual Pupil Profiles (APDRs) available in Arbor which include SEND Data e.g. reading age, SEND area of need, strategies to support individualised SEND area of need and EHCP targets to ensure SEND specific strategies are implemented. This is referred to as Reasonable Adjustments (SEN CoP 2015) and pupils are empowered to use their Pupil Profiles as a gateway for inclusion in the classroom and to enable access the curriculum, learn and make progress. For access to the SEND Code of Practice please Click Here.

Responding to misbehaviour from pupils with SEND

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis in collaboration with the SENDCo. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will ensure reasonable adjustments are considered when enforcing the behaviour policy. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:

- Use of SEND Support button on Arbor
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as SEMH and Autism
- Use of separation spaces (regulation room) or Sensory Room, where pupils can regulate their emotions during a moment of sensory overload
- Bespoke provision for SEND pupils isolated

Adapting Sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction and bespoke intervention needs to be applied.

The use of student passes

- Students who have been granted the **use of a pass** are allowed to travel in the building unsupervised but must **have their pass and lanyard on their person at all times.** These will need be **visible from a distance.**
- Staff to follow this protocol:
    - **Teacher decides if a student can take their time out**
    - **Teachers MUST request to see any pass and onus is on the student to produce the pass**
    - **Log on Arbor when used**

The Beginning and End of Lesson Routines

At the beginning of every lesson teachers should:

Greet Students

- Teacher says: “Good morning/Good afternoon” and smiles
- Teacher checks that all students are wearing smart and sharp uniform when entering the classroom
- Students take out their Full Table Service, equipment and books
- Be aware of any pupil that is unsettled on entry and not ready to learn
- In these cases please alert the on call team via the ‘emergency support’ button on Arbor

Complete Do Now Activity

- An appropriate starter activity should be on the board or handed to pupils as they enter the classroom. This should be done in silence

Register students and conduct an equipment check when ‘Do Now’ tasks are being completed

- Take the register on Arbor within the first 10 minutes and click save
- All staff to carry out a head count too
- Check all students have the correct Full Table Service

At the end of every lesson:

Packing Away Time

- Five minutes before the end of the lesson, start ensuring all desks/working areas are clear of worksheets, resources and rubbish prior to leaving the classroom. This includes those desks used by staff members
- Electronic Golden Tickets and sanctions to be logged on Arbor

Getting students ready to exit the lesson

- Ask students to pack away their belongings and ensure they are all sat back down in their seats.
- Ask students to remain in silence and stand behind their chairs
- Before exiting, instruct pupils to stand behind their chairs and conduct a final classroom check (ensure the classroom is left as you'd expect to find it)
- Check all students are wearing smart and sharp uniform
- Dismiss students table by table ensuring the rest of the students remain in silence. Ensuring students exit the lesson in a calm and orderly manner
- The teacher should be the last person to leave the room, ensuring classroom doors are locked after use

Toilet Requests

Students can use the toilets before tutor time starts, during lesson transition, during breaks and lunchtimes. Only in exceptional circumstances, for example, with a medical pass, can students use the toilets in lesson time

Sixth Form Lessons

At the beginning of every lesson:

Greet Students

- Teacher says: "Good morning/Good afternoon" and smiles
- Students walk into lessons in an orderly manner
- Lanyard and ID badge to be checked and worn around their necks
- Make sure students are appropriately dressed and following the Sixth Form dress code
- Sit in the seating plan set by the teacher
- Mobile phone/headphones in bags
- Do Now Activity
- Retrieval task or an appropriate starter activity should be on the board

Register Students

- Take the register on Arbor within the first 10 minutes and click save
- All staff to carry out a head count too

At the end of every lesson:

Packing Away time

- Five minutes before the end of the lesson, start ensuring all desks/working areas are clear of worksheets, resources and rubbish prior to leaving the classroom
- House Points awarded for Caught Being Great 10, 20 oe 30, and sanctions to be logged on Arbor

Getting students ready to exit the lesson

- Students stand up and tuck their chairs under the table
- Lanyards and ID badges to be checked and worn around their necks
- Ensure students exit the lesson in a calm and orderly manner
- The teacher should be the last person to leave the room, ensuring classroom doors are locked after use.

Mobile Phone Policy Addendum

This addendum ensures Sixth Form students retain limited, supervised access to mobile phones while maintaining the Academy's commitment to a safe, calm, and focused learning environment for all.

Addendum A: Sixth Form Mobile Phone Expectations

(This addendum applies only to students in the Sixth Form and should be read alongside the main policy.)

A1. Permitted Use

1. **Mobile Phones Must Not Be Seen or Heard**

- Phones must be **switched off before entering the Academy site**.
- Phones must be kept at the **bottom of students' bags** for the entire school day (**except for within the Sixth Form common room and study area.**

Mobile phones must **not** be seen or used in:
• corridors
• classrooms
• any other part of the building

This includes break, lunchtime, and transitions between lessons.

A2. Sixth Form Specific Sanctions

A2.1.
1st Incident
• Mobile phone removed and logged
• Device returned to the student at the end of the school day

A2.2.
2nd Incident
• Mobile phone removed and logged
• Parent/carer contacted to inform them
• Student issued with a clear warning that a third incident will require parental collection

A2.3.
3rd Incident
• Mobile phone removed and logged
• Parent/carer required to collect the device in person

A2.4 Refusal to Hand Over a Device
• Immediate one day Fixed Term Suspension
• Continued refusal in subsequent incidents will result in escalating sanctions (e.g., two day or three day Fixed Term Suspension)

Recognition and Rewards

Recognising the **achievements of students** is of **great importance** and we are **committed** to **acknowledging** and **rewarding students** for developing good learning habits. We want students to be motivated by the intrinsic value of achievement. This means, we want students to be **motivated** to achieve their **full potential** because they want to **be successful**. It is our expectation that all students meet and strive to exceed our standards. In doing so, students will be **recognised for their achievements.**

The Academy also recognises the achievements of students through:

Verbal Recognition and Praise

Around the Academy and in lessons, staff members use descriptive praise to signal to students that they are meeting Everyday Expectations. Descriptive verbal praise will be specific rather than general, keeping the positive behaviour in focus where teachers will praise improvement, perseverance and engagement with a task reminding students that these attributes are valuable.

Teachers also contact home regularly; this is an opportunity to provide parents/carers with praise about their child. During celebration events, staff and students have the opportunity to praise and celebrate each other for exhibiting the Academy core values of respecting themselves, respecting each other and respecting their community.

The table below highlights the reward system used at Nottingham Academy:

Ongoing Recognition and Rewards	Positive behaviour = House points towards House Events, Half-Termly awards and The House Cup All Tutors are given 5 sweet treat rewards per week (1 per day). Tutors can award their sweet treat to any pupil in their tutor group to reward attendance and positive behaviour
In Lesson Recognition and Rewards	3 Electronic Golden Tickets per lesson Tutor Time Basics Check for all pupils with smart and sharp uniform and full table service Public recognition on the whiteboard Caught Being Great House Points
Weekly Recognition and Rewards	Executive Principal's Campus Pupil of the Week – shared in the Newsletter Golden Ticket **prize draws** for jump queue and food item vouchers Star of the Week House Champions - calendared competitions Punctuality and Attendance form competitions
Half-Termly Recognition and Rewards	Tutor and Year Awards House Awards NAC Citizen and Attendance Awards Attendance Extravaganzas

Termly Recognition and Rewards	Tutor and Year Awards House Awards and House Party/Event for House Champions NAC Citizen Awards – 2 x £50 award for each year group. Nominated by year teams and selected by the Executive Principal Mega Golden Ticket Prize Draws Attendance Awards
Yearly Recognition and Rewards	Formal Awards Ceremony for years 7-10 and 12 in July House Champion

Year 11 Focused Rewards Strategy

Tier	Purpose	Requirements	Rewards	Timing	Target Students
Bronze (Wave 1)	Engagement	Attend intervention session; Positive participation; Correct equipment and punctuality	Golden ticket entry; Sweets/snacks; Postcard home; Tutor bulletin recognition; Phone call home; Most Improved Award; Above & Beyond Award	Weekly	Students needing imm ediate incentives and encouragement to attend regularly.
Silver (Wave 2)	Consistency	90-100% attendance to the cycle; ATL 3+; No missed sessions without reason	£25 prize draw; Queue jump lunch pass; Homework pass; Celebration Assembly Certificate	Half-Termly	Students who attend inconsistently and need encouragement to maintain commitm ent.
Gold (Wave 3)	Progress	95-100% attendance; ATL 3+; +1 PPE grade improvement or improved assessment score or teacher nomination	£50 prize draw; Faculty Progress Award Certificate; Rewards Breakfast; Assembly recognition	Termly	Students whose attendance and effort translate into measurable academic progress.
Platinum (Wave 4)	Excellence	Consistent attendance across the year; ATL 4; Significant progress or outstanding commitment; Staff nomination	Kindle or Tablet; Prom ticket/contribution; VIP rewards trip; JEL Awards/ Excellence Certificate	End of Year	Students demonstrati ng sustained excellence, commitme nt and achievement.

Frequency	Recognition
Weekly	Golden tickets, postcards home, phone calls home, tutor bulletin shout-outs
Half-Termly	Silver certificates, £25 prize draw, celebration assembly recognition

Termly	Gold awards, £50 prize draw, rewards breakfast
End of Year	Platinum awards, major prizes, Headteacher recognition, prom rewards

House System

At Nottingham Academy we are proud of our pupils and their accomplishments. Our House system underpins every success our pupils achieve. All pupils are divided into 5 Houses, chosen by our staff and pupil body. The Houses chosen represent all that is amazing about our pupils and further information about each House can be found in **Appendix 6**.

Throughout the year there are multiple events, the current plans for 2026-27 can be seen here:

Picture	Dates		Event
HT1	**Week 1**	WC 7th September 2026	**Young Ideas: Mascot Competition**
	Week 2	WC 14th September 2026	**House Quiz – All things Nottingham Academy**
	Week 3	WC 21st September 2026	**Maths Competition**
	Week 4	WC 28th September 2026	**Dodgeball Y7 and Y8**
	Week 5	WC 5th October 2026	**Dodgeball Y9, Y10 and Y11**
	Week 6	WC 12th October 2026	**Black History Month - Door Dressing**
HALF TERM			
HT2	**Week 1**	WC 2nd November 2026	**Young Ideas**
	Week 2	WC 9th November 2026	**English Competition**
	Week 3	WC 16th November 2026	**Football – Penalty Shootout**
	Week 4	WC 23rd November 2026	**Football – Penalty Shootout**
	Week 5	WC 30th November 2026	**Quiz of the Year**
	Week 6	WC 7th December 2026	**MFL Competition**
	Week 7	WC 14th December 2026	**Christmas Door Dressing Competition**
CHRISTMAS			
	Week 1	WC 4th January 2027	**Young Ideas**

HT3	**Week 2**	WC 11th January 2027	**Tower Building**
	Week 3	WC 18th January 2027	**Science Competition**
	Week 4	WC 25th January 2027	**Table Tennis Competition** (Boys)
	Week 5	WC 1st February 2027	**Table Tennis Competition (Girls)**
	Week 6	WC 8th February 2027	**Love to Read Challenge (Library)**
			FEB HALF TERM
HT4	**Week 1**	WC 22nd February 2027	**Young Ideas**
	Week 2	WC 1st March 2027	**World Book Day Competition (4th March 2027) – Best Dressed**
	Week 3	WC 8th March 2027	**Basketball Free Throw Competition**
	Week 4	WC 15th March 2027	**Basketball Free Throw Competition**
	Week 5	WC 22nd March 2027	**EBACC Competition**
			EASTER
HT5	**Week 1**	WC 12th April 2027	**Young Ideas**
	Week 2	WC 19th April 2027	**Badminton (Girls)**
	Week 3	WC 26th April 2027	**Badminton (Boys)**
	Week 4	WC 3rd May 2027	**Badminton (Mixed)**
	Week 5	WC 10th May 2027	National Numeracy Day Relay (12th May 2027)
	Week 6	WC 17th May 2027	House Quiz

	Week 7	WC 24th May 2027	World Environment Day (1st June) Competition
			HALF TERM
HT6	**Week 1**	WC 7th June 2027	**Young Ideas**
	Week 2	WC 14th June 2027	**Tic Tac Toe**
	Week 3	WC 21st June 2027	**House Quiz**
	Week 4	WC 28th June 2027	**Football Boys (All Years Mon-Thurs; Final Fri)**
	Week 5	WC 5th July 2027	**Football Girls (All Years Mon-Thurs; Final Fri)**
	Week 6	WC 06/07/26	**SHOWCASE EVENT: Sports Days**
	Week 7	WC 12th July 2027	**Culture Day Door Dressing Competition**
	Week 8	WC 19th July 2027	**End of Year Quiz**

Disruption Free Learning

We will not have learning disrupted and the futures or knowledge of others disrupted. Learning is at the heart of everything we do. We are committed to ensuring that our students gain the knowledge, skills and understanding to succeed and ensure they are highly employable and ready to lead happy and successful lives. To achieve this, all students are expected to demonstrate our '6 Everyday Expectations' 100% of the time. If a student is more than 20 minutes late to lesson 1 without a genuine reason, they will be placed in our Remove Room until period 2 so as to not disturb a lesson.

At Nottingham Academy, we have a **staged** consequence process for managing disruptive behaviour in the classroom:

Stage 1 Prompt A prompt should be non-verbal where possible to show the student that you are aware of their disruption or lack of focus.	
Stage 2 Verbal Warning A verbal warning will be issued and recorded on the whiteboard with the student initials. **All teachers will then use the following behaviour management techniques to re-engage the student with their learning prior to removing them from the lesson:** 1) Adapt content to suit if required 2) Use SEND Support button on Arbor if applicable 3) Have a discrete 1:1 conversation with the student to unpick the issue and de-escalate the situation 4) Students will be asked to move seats if appropriate	**Students who display any of the behaviours below during a lesson will be issued with a warning:** • Calling out when not asked to • Making inappropriate noise • Out of chair without permission • Ignoring or arguing with your teacher • Interrupting whilst someone is talking • Not listening to others (staff or students) • Using inappropriate remarks or language • Inappropriate comments • Inappropriate gestures • Chewing gum • Distracting others • Mocking or teasing other students • Lack of work • Throwing objects
Stage 3 Remove Removal of the student from the classroom. 'Remove Required' is to be used when: A student has failed to correct behaviour following a Verbal Warning, 1:1 conversation and moving of seats.	**Students who have failed to correct their behaviour after a prompt, verbal warning (name written on the board), will then be removed from the lesson. They will receive 10 negative points (This is not a definitive list):** • Teacher will use 'on call' using Arbor • Teachers will provide the name of student, location and outline of the reason for removal • The on-call member of staff will calmly and quickly enter your classroom, quietly ask the student to

Note: Teachers may use the 'No Remove Required' button if the remove is to take place in the last 10 minutes or they would like the pupil to remain in the classroom. If 'No Remove Required' is used, a pupil will receive a 30-minute detention at lunch the following day. The remove is recorded on the whiteboard next to the original verbal warning record.	follow them and leave • The adult will always respond calmly and speak quietly • Students will be removed from the lesson and placed in the Remove Room • In the Remove Room students will sit in silence and reflect on the behaviour that resulted in a removal • Parents/carers will be notified of the removal via Arbor • Students will receive a 30-minute lunchtime detention If students refuse to leave the lesson or refuses to follow instructions, then this would immediately escalate to time in the Behaviour Reflection Centre or a Fixed Term Suspension.
All students receive a fresh start in their next lesson and are positively welcomed	
Multiple Removes	If a student is removed more than once in any given day, pastoral teams are expected to intervene and decide on the following options for each case: 1. Remain in circulation and attend other lessons, receiving a sanction that does not impact on lesson time 2. Placed in the Behaviour Reflection Centre for the remainder of the day (if multiple removes in the morning and unsettled) 3. Placed in the Behaviour Reflection Centre the following day 4. Isolated with a member of the Pastoral Team 5. Isolated at a separate campus

Students who fail to demonstrate the Academy's 6 Everyday Expectations will gain negative points as follows:

Late to school 8.45-9.00am	10 negative points and potentially up to two 90-minute detentions after school on Wednesday and/or Friday
Severe late to school, after 9.00am	20 negative points and as above
Late to lesson up to 10 minutes	10 negative points (next day 30-minute lunch detention)
Late to lesson 11-14 minutes	20 negative points (same day 1 hour afterschool detention)
Late to lesson 15 minutes+ (Truancy)	30 negative points (BRC for the equivalent of one full day)
Removal from lesson	10 negative points (next day 30-minute lunch detention)
Immediate sanction (unstructured times, corridor behaviour)	10 negative points for every individual sanction issued (next day 30-minute lunch detention)
Internal Truancy or deliberate avoidance of lessons	30 negative points (placed in remove room/BRC for the equivalent of one full day)
Red Line Behaviours	30 negative points Internal isolation in the BRC or Fixed Term Suspension or 90-minute SLT detention. The sanction will be appropriate to the behaviour

Red Line Risk to Health and Safety	30 negative points The sanction will be appropriate to the risk observed

Academy Consequences & Sanctions

When using sanctions, Academy procedures include:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- A breach of the rules must lead to the appropriate sanction and should be used by all staff – **consistency is vital**
- The sanction must be proportionate and appropriate
- Always offering a positive intervention to correct the behaviour e.g. Reflection time or restorative conversations
- Students must be provided with a fresh start at the next possible opportunity
- Care with tone and volume of voice

Where a student displays persistent poor behaviour, we will look to work with the student and their families to put support in place in the form of a behaviour profile, pupil profile or APDR (SEND pupils) to create individualised strategies to help that student get back on track. All members of staff at Nottingham Academy will positively encourage and support students on support plans to achieve their targets.

Sanctions that may be used:

- Lunchtime detentions
- 90-minute SLT detention on Friday afternoon
- Loss of lunch / break times with students supervised for these periods of time
- Not be allowed to attend extra-curricular clubs
- Not be allowed to attend curriculum or reward trips
- Remove IT rights (e.g. email and internet academy access)
- Confiscate item/s
- Not allowing students to attend recognition events
- Reports. Subject specific or aspect of behaviour, attitude to learning and progress
- Discussion with parents gaining their support e.g. with compliance
- Removal from group to another class - temporarily or permanent
- Use of behaviour profile, pupil profile or APDR (SEND pupils) to secure aims for improved behaviour from students and parents

- Governor Disciplinary Committees are used to signpost to a student and parent/carer that they are approaching permanent exclusion
- Respite placements (offsite direction placement) to other schools where there is a clear opportunity to improve behaviour against a set of criteria
- Alternative provision may be considered under some circumstances
- Supported transfers to another school
- Internal isolation, fixed term suspensions and permanent exclusions

Detentions

Lunchtime detentions are given when students fail to meet Academy expectations set out in this policy. Lunchtime detentions are centralised and are led by senior members of staff and the Pastoral Team. Students are informed of their detentions during tutor time and period 4 teachers have access to daily information. For pupils that have an accumulation of negative points, there is also a Friday, 90-minute detention with members of the Senior Leadership Team. The aim of this detention is to provide an opportunity for pupils to reflect and correct at a time and location different to the Behaviour Reflection Centre.

Students that are repeatedly late in the week will be assigned to a 90-minute SLT detention.

Non-attendance at detentions:

When a pupil misses a detention, they are offered a next day second chance. Failure to attend this detention is logged for a 90-minute SLT detention on a Friday. If there are repeated incidents, then a pupil will be placed in our Behaviour Reflection Centre for a period. If there are ever any occurrences of refusal to attend when collected, then a pupil is immediately placed in the BRC for persistent refusal to follow instructions.

Refusal to attend the Behaviour Reflection Centre will lead to a fixed term suspension.

The Remove Room

Students will be placed in the Remove Room as a consequence of being removed from a lesson. Students who arrive without there being an on-call will be collected by a member of SLT on duty. **This will be treated as internal truancy as students have left the lesson without permission.**

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

- To be silent
- To follow all instructions

On entry, the on-call member of staff will seat the pupil as required and complete the remove room log. Details of the incident will be checked on Arbor and parent/carer informed via the Arbor App. Supervising staff are to alert on call staff of any issues regarding conduct in the Remove Room provision.

Our ‘Red Line’ Approach

At Nottingham Academy we have adopted the ‘red line’ approach to signal to students that a member of staff has a serious concern about their behaviour and to give them an opportunity to self-regulate before an incident escalates into something more serious.

A ‘red line’ may be given when:

Red Line Behaviour
Failure to attend immediate sanction
Refusal to follow instructions
Negatively challenging a member of staff or student
Bullying*
Sexual Harassment/sexual violence
Homophobic or Transphobic comments
Racism
Dangerous behaviour-including bringing into the academy dangerous items/weapons and or illegal items.
Buying or selling of any items in the Academy
Physical assault/fighting
Vandalism
Threatening behaviour to staff or students
Severe disruption to learning
Risk to health and safety
Internal Truancy
Vaping/smoking inside or outside the Academy

When the ‘red line’ has been crossed, the student care or on call team should be called to take the student out of the situation. The student will then spend time in the Academy’s Behaviour Reflection Centre and the sanction will be appropriate to the behaviour. Students’ families will be contacted, and a meeting will be arranged with parents/carers to resolve the situation with a member of the Pastoral Team or Senior Leadership Team.

All ‘red line’ behaviours are reviewed by year teams at the end of each day and any follow up sanctions are communicated to relevant stakeholders.

Anti-Bullying Policy

Our 'Red-line' approach detailed above references bullying. All pupils at Nottingham Academy are entitled to learn in a safe and supportive environment. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to disclose any issue and know that incidents will be dealt with promptly and effectively. We are a telling school, meaning that anyone who knows that bullying is happening is expected to report it.

Bullying at Nottingham Academy is everyone's problem. All Academy staff, pupils, parents and carers should be aware that bullying exists and share a commitment to combat it to make Nottingham Academy a happier place for everyone. The responsibility for achieving the desired environment is not only the responsibility of the Principal and Trustees, but the responsibility of all members of all Academy staff. Everyone has a duty of care to observe, monitor and report any behaviour, conversation, or action which they suspect.

For the purpose of our 'Anti-Bullying Policy', bullying is defined as:

- 'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally'.
- Common forms of bullying can be:
- Emotional Being unfriendly, excluding or tormenting
- Physical Pushing, kicking, hitting, punching or any use of violence
- Sexual Unwanted physical contact, sexually abusive or homophobic comments
- Homophobic Actions focusing on the issue of sexuality
- Racist Racial taunts, graffiti or gestures
- Verbal Sarcasm, spreading rumours or teasing
- Cyber Social media abuse, mobile phone misuse, threats by text messaging or abusive calls through associated technology

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or make comments because they are upset. When occasional problems of this kind arise, it is not always classed as bullying. It is an important part of a student's development to learn how to deal with friendship breakdowns, occasional name calling or immature pranks. We all must learn to deal with these situations and develop social skills to repair relationships.

Further information about bullying and our Anti-bullying Policy can be found here: Nottingham Secondary Academy - Policies

Our Internal Behaviour Reflection Centre (BRC)

Any behaviours or actions which are deemed to cross the 'red line' – including undermining members of staff, unkindness to others, persistent poor behaviour, breaking our Everyday Expectations and going against our values, could lead to students being placed in our Behaviour Reflection Centre (BRC) for a period of time. Students are placed in the BRC for a full day (8.45-15.05) as an alternative to a Fixed Term Suspension (FTS) or during the investigation of an incident. Staff are informed daily which students are in the BRC. Students are expected to comply with the expectations of BRC and any failure to comply will lead to a Fixed Term Suspension.

For students who are regularly late to school and not attending detentions, the BRC is used for a part day (13.00-16.00).

BRC Supervising staff are to alert 'On call' if students are not complying with expectations. Students will be seated as directed by supervising member of staff. Lunch (sandwich, drink and piece of fruit/pudding) will be ordered for the students in the provision, and they will eat their lunch in the BRC. Pupils are also provided with fresh fruit/TOAST in the mornings and hot breakfast items.

BRC Supervising staff are to update the Deputy Heads of year, Heads of Year, SLT link and Senior Behaviour Leader on student conduct and work completed. Completed paper-based work will be collated and returned to teaching staff pigeon holes at the end of the day.

The Senior Behaviour Leader will monitor the BRC and the Remove Room to determine what additional support may be required for students to be successful within the Academy. This may include adjustments or strategies implemented on a long or short-term basis including daily report, changes to teaching groups, mentoring, emotional literacy and external support.

During their time in the BRC, students will complete a variety of work either set by their subject teachers or through online platforms such as SAM Learning, MS Teams, Reading Eggs and Sparx Maths. Students will be given dedicated time to reflect on their behaviour, through 1:1 restorative conversations and strategy planning, to help support their reintegration back into the academy. The length of time spent in the BRC will be determined by a member of the Senior Leadership Team and Pastoral Team and related to the severity of the incident.

Staff at the Nottingham Academy will not hold grudges and students will be welcomed positively back into the learning environment following an isolation in the BRC or Fixed Term Suspension.

All pupils with an identified SEND have reasonable adjustments during their time in the BRC.

Response to students failing to complete sanctions set

There are occasions when students fail to serve sanctions:

1. Failure to attend detentions will lead to a longer 'upscaled' detention being set
2. Failure to attend an upscaled detention will result in one or more of the following interventions:
    - Parental/Carer contact
    - A period of isolation in the Behaviour Reflection Centre or suspension depending on the situation.
    - Extended SLT detention on Friday afternoon for 90 minutes.

All students must comply with sanctions set by the school.

The use of Alternative Provision and Supported Transfers

Nottingham Academy will use Alternative Provision when a child is at risk of permanent exclusion. The Academy has a designated member of staff who liaises with the Alternative Provision schools we use so that we can keep up to date with well-being and academic progress.

In partnership with other City of Nottingham Schools via the Fair Access Panel, Nottingham Academy will support parents and pupils with Supported Transfers to other schools when we believe a fresh start is needed elsewhere.

Child on Child Sexual Violence and Sexual Harassment

This is considered a Red Line behaviour. Whenever an incident of this nature occurs, The Academy follow the safeguarding procedures as outlined in the safeguarding policy and Keeping Children Safe In Education (KCSIE) where each incident will be considered on a case-by-case basis.

No aspect of sexual violence and sexual harassment is ever acceptable at Nottingham Academy. Any student involved in these behaviours will be sanctioned and, where appropriate, reports to the police will be made. As such, additional safeguarding education opportunities are provided to ALL students around these issues. Additionally, all staff have received additional training on child-on-child sexual violence and sexual harassment issues.

Any victim of this behaviour will be reassured and supported. The package of support will be adapted on a case by case basis to suit the needs of the individual and the situation at hand. Equally, any cases where allegations of sexual violence and sexual harassment have been proven to be malicious, the student accusing may face appropriate sanctions.

See **Appendix 1** for the Child on Child Sexual Violence and Sexual Harassment flow chart (KCSIE 26)

Keeping children safe in education 2026 (comes into force from 1 September 2026)

The Internet and Social Media

Students must use the internet and social media in a responsible way. Students should not be nasty about other students or other people on social media. Students should be polite and kind online, just the same as when in school. If students are bullying, rude, or disrespectful online, they may be punished in the same way as if it had taken place in school. There are age restrictions to *Chat Apps* on social media. Students should not have access to social media Apps that are not age appropriate.

Suspensions and Permanent Exclusions

Fixed Term Suspensions (FTS)

The decision of a **Fixed Term (external) Suspension (FTS)** is taken by the **Executive Principal** where **behaviour** is deemed **severe**. Students may be suspended if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the Academy community.

A fixed-period suspension can also be for parts of the school day. As per DfE statutory guidance schools/academies have the power to issue lunchtime detentions if a student's behaviour at break/lunchtimes is unacceptable. Lunchtime suspensions are counted as half a school day. The Academy will follow this guidance should a student's behaviour be unacceptable during lunchtime.

The length of the fixed term suspension will be determined by the severity of the incident which occurred inside or outside of the Academy. Students will be directed to complete online work that is linked to their year group curriculum either via **Microsoft Teams** or Nottingham Secondary Academy - Online Learning, and a **re-integration meeting (RIG)** will be arranged to discuss a robust and clear return back to school.

If a decision is taken to suspend a student for a fixed period of time:

- The **parent/carer** will be **contacted** as soon as possible with the **reason for** and the **duration of** the suspension. If a student has a social worker, they will also be informed of the suspension.
- The **decision** will be **confirmed in writing**. The letter will outline any relevant incident(s), the reason for the suspension and the duration of the fixed term suspension. Details of parents' right to make representations about the suspension or request a meeting of the Governors' Disciplinary Committee will also be outlined in the letter.
- A **reintegration meeting (RIG)** with a member of the **Senior Leadership Team** or **Pastoral Team** will be arranged for the **parent/carer and student**, to attend following the suspension to determine the **reintegration package** which will offer appropriate **challenge and support**.
- In the unlikely event that a parent/carer is unable to attend the reintegration meeting in person/ via Teams, the **student will still have the meeting** with the Pastoral Team and **targets will be set and monitored.**

Following this meeting:

- The student will be reinstated with a **clear re-integration plan**
- The student will likely be **placed on report** or another form of appropriate monitoring / support
- **Behaviour support** and **'reasonable adjustments'** will be **reviewed**
- Where appropriate, an **apology** is given to the member or staff, or other pupils involved
- A **record of the suspension** and meeting is kept in the **student's file** on CPOMs.
- In accordance with the requirements set out in the DfE Guidance, the **Governors' Disciplinary Committee** will meet to consider reinstatement of the student if the fixed term suspension would bring the student's **total number of school days of suspension to more than fifteen (15) in a term** or if the suspension would result in the **pupil missing a public exam** (P18 DfE Guidance)

Permanent Exclusions

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 Suspensions may not be seen as appropriate. At all times, the Executive Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by the Executive Principal

- in response to a serious breach, or persistent breaches, of this policy and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances **(This is not a definitive list):**

- Physical assault against another student
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Deliberate extensive damage to property including Arson
- Theft
- Carrying an offensive weapon for e.g. knifes, BB guns etc.
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- In response to a serious breach, or persistent breaches, of this policy
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

Refer to the GAT Behaviour and Exclusions Policy for information on permanent exclusion processes within the Trust: Greenwood Academies Trust - Policies

Power to discipline students for misbehaviour outside of School

Nottingham Academy teachers and other staff will regulate the conduct of students when they are off school premises. Schools have the power to discipline students for misbehaving outside of the school premises. The Academy may use the sanctions outlined in this policy in response to non-criminal poor behaviour and bullying that takes place off the premises or online and which is witnessed by a member of staff or reported to the school. Depending on the circumstances, any of the above sanctions may be issued to discipline students. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

Subject to the Behaviour for Learning policy, the teacher may discipline a student for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity; or
- Travelling to or from school; or
- Wearing the school uniform; or
- In some other way identifiable as a student at the Academy
- Or misbehaviour at any time, whether or not the conditions above apply, that:
    - Could have repercussions for the orderly running of the School; or
    - Poses a threat to another student or member of the public; or
    - Could adversely affect the reputation of the School.

Police Involvement

Occasionally matters are referred to the police. Where this is done by the school, the school will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the school will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The school will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The school will also provide school records given appropriate formal request by the police to further investigation of a serious crime.

Power to search

A search can take place if the member of staff has reasonable grounds that a student is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately. Staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Staff carrying out a search must be accompanied by somebody in the Pastoral Team, at the authorisation of the Executive Principal. If suspected of having further safeguarding implications, then the Designated Safeguarding Lead should be present.

Staff have power to search for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal Drugs and paraphernalia
- Stolen items

- Cigarettes/Vapes/E-Cigarettes/Tobacco
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to a property

* **The Personal Development Curriculum** delivered via Nottingham Academy tutors ensures that our **pupils are aware of the consequences** to owning and carrying certain banned items.

Search Expectations

Only the following items of clothing can be requested to be removed during a search e.g. coats/blazers/socks/shoes

- 'Possessions' includes any item the student has or appears to have control of e.g. pockets/bags/desks
- Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so
- Any weapons, stolen items or controlled drugs should be delivered to the Police immediately.
- Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence
- Any items that are evidence of an offence should be delivered to the Police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm)
- Ensure parent/carer has been informed of search in a timely manner
- The Executive Principal will decide if and when to return a confiscated item.

Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation.

(Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022) Searching, Screening and Confiscation (publishing.service.gov.uk)

Confiscation

The Executive Principal and authorised school staff may conduct a search without consent for 'prohibited items'.
(See above)
Items such as large sums of money, expensive or treasured items and mobile phones must not be brought to school; where these are brought to school these may be confiscated until parents/carers make arrangements for their collection. Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. This would be used in instances of low value items or items not collected after a reasonable period of time. Education and Inspections Act 2006.

Physical Restraint

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 in the classroom.

Nottingham Academy is committed to ensuring that all staff and adults with responsibility for student's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort. Alternative strategies will be adopted wherever possible, for example contacting the parent or police for support.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student from harming himself, herself, others or property.

This form of physical intervention may involve staff:

- Physically interposing themselves between students
- Blocking a student's path to keep them or others safe
- Escorting a student to a safe space
- Shepherding a student away
- Ensuring a student who is walking/wandering the building being defiant is placed in a safe supervised space
- Removing a student from a classroom
- Physically separating students found fighting

The above is not an exhaustive list.

In extreme circumstances, staff may need to use more restrictive physical intervention measures. Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. If staff need to use physical intervention, they must keep communicating with the student to try and de-escalate the situation.

The decision when to physically intervene is down to the professional judgement of the adult concerned and should always depend on individual circumstances. All physical intervention restraint incidents must be logged.

However, we acknowledge our legal duty to make reasonable adjustments for students with special educational needs and disabilities. We have additional support measures in place to deescalate situations to avoid restraining students with SEND. We have:

- Safe spaces to enable the child to feel safe and secure e.g. Sensory Room
- Identified adults as a safe and familiar person
- Fidget gadgets to alleviate stress
- Contact with parent/carers for calming and de-escalation

However, there may still be the need for staff to use physical intervention measures. If this is the case, reasonable force may be used by staff to ensure the safety of the child, staff, students and the environment.

Serious Incident Procedure

When a serious incident has occurred at the academy, a full and fair investigation will be undertaken. This will involve taking statements from staff and students where needed and looking at the Academy's CCTV to gather information of the incident. CCTV is used by the Academy to maintain a safe and disciplined environment. The use of CCTV is outlined in the TRUST CCTV Policy and related

legislation. Data Protection Policy

Parents/carers will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents/carer will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

If there is an incident of serious poor behaviour e.g. a fight, our expectation is that Nottingham Academy students will walk away from it and not crowd around, encourage or film the incident. Should they not do this then they may face serious consequences for their behaviour.

Sixth Form Expectations

Students within the Sixth Form are considered young adults who must set a model of good behaviour for students in younger years and in the local community. Therefore, the following Sixth Form Expectations must be adhered to:

- Use the *Inventory* system to sign in and out of the Academy using the Sixth Form entrance, this includes leaving site for break time, lunch time and free periods
- Always wear their lanyards
- Attend all their lessons and be on time
- Only use their mobile phones and headphones in the Sixth Form Centre
- Follow the Sixth Form dress code
- Support the Nottingham Academy 6 Everyday Expectations and behave in a sensible, responsible, and respectful manner whilst moving around the school site
- Be respectful to all their staff and peers at Nottingham Academy
- Look after their Sixth Form Centre and its equipment
- Work quietly and be courteous of others working in our independent learning sessions
- Take advantage of the opportunities presented to them
- Work hard in all lessons and remain motivated to be successful

Sixth Form Dress Code

It is a sixth form privilege not to wear school uniform. The school expects that you will dress suitably and avoid extremes of fashion. Many outsiders judge the school by the appearance of its sixth formers and younger students look to the sixth form students as role models. The information below outlines the key aspects of our sixth form dress code. These are not exhaustive, but the spirit and ethos of our expectations are clear.

What we will accept:

- Full length trousers or smart jeans (no rips/holes)
- Knee length skirts (No more than a credit card width between the knee and skirt)
- Smart, t-shirt, top/blouse or shirt
- Piercings should be discreet, and all jewellery items should be conservative and not pose a risk to health and safety
- Footwear should be safe and offer protection
- Student basketball elite athletes are allowed to wear Nottingham Academy Wildcats branded sportwear tracksuits only
- Lanyards and ID badges must always be worn and be visible at all times - students need to sign in and out of the building, this a safeguarding requirement

What we will not accept:

- Exposed underwear
- Bare tops/midriffs
- Clothing and accessories that promote drugs, sex, alcohol, violence, profanity, prejudice, or racism
- Sliders, flip flops or crocs
- Shorts

- Extreme haircuts and colours
- Hats and hoods are not allowed to be worn inside or around the school building

Students will be asked to remove any items which are not deemed acceptable dress; where this is not possible students will be sent home to change by the Head of Sixth Form/Assistant Principal for KS5. If plausible, they will then be expected to return to the school for the remainder of the school day. Students will be expected to make up the time lost in school for this.

Lanyards:

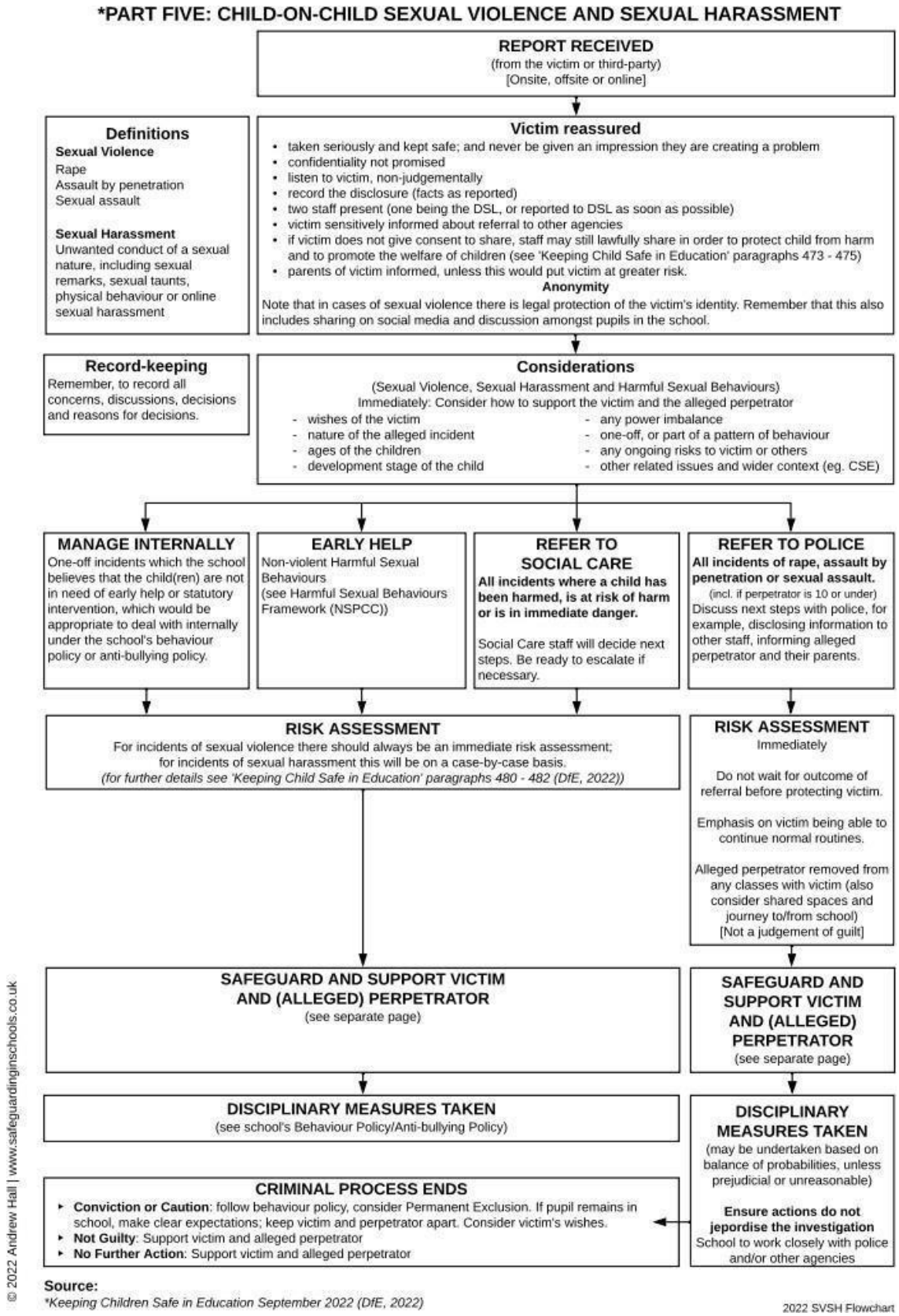
Students who fail to wear a lanyard and ID will be sent home to collect them. Students will be expected to make up the time lost in school for this.

Mobile phones and earphones:

Mobile phones are to be turned off and are expressly banned from all use around the school site and should be **out of sight at all times** including in lessons. Similarly, earphones should not be worn once on the school site. The only exception to this rule is where students are within the Sixth Form Centre. Earphones can be used in Structured Study.

We all need to be effective role models to our younger students. As a member of the sixth form, you also accept that your mobile phone/earphones will be confiscated for the day should they be used inappropriately. Failure to comply will result in a fixed term suspension.

Appendix 1:



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Appendix 2

Our Pupils wear a tie that corresponds to their year group. Pupils will wear the same tie throughout their time at Nottingham Academy. The tie remains with the year group.



Y7 Y8 Y9 Y10 Y11



Academy Uniform

- ✓ White shirt (regular fit, not fitted), with top button done up
- ✓ Year group specific academy tie to be always worn
- ✓ Black loose tailored trousers
- ✓ Academy blazer (Years 7-11)
- ✓ Salwar Kameez can be worn if it is black with an Academy blazer (year 7-11)
- ✓ In summer months, black tailored knee length shorts can be worn
- ✓ Plain black footwear with socks or plain black tights













Academy PE Kit

- ✓ Black short-sleeved/long sleeved sports polo shirt with purple panels and Academy logo
- ✓ Black tracksuit bottoms, shorts, cycling shorts or sports leggings to be worn
- ✓ Suitable trainers

Inappropriate uniform (what we will not accept)	
Jumpers	Jumpers are no longer part of the year 7 to 11 uniform*
Footwear	× Crocs, sandals, sliders × Canvas shoes, heels
Trousers	× No leggings × Not cropped × No visible zips × No denim, rivets, studs In summer months, as part of the daily uniform, tight cycling style shorts will not be permitted.
Skirts are not allowed at Nottingham Academy	
Headscarves	Headscarves worn for religious reasons should be black or white.
Coats	× No hoodies x No denim, leather or cropped jackets × No cardigans × No Fleeces × No sweatshirts, tracksuit tops Any top that is not included in our uniform
Hair	No extreme hair colours
Make Up/Nails	× Nails should be naturally coloured × No heavy make-up × No acrylic extensions × No bright eye shadow

Jewellery	**Ear Piercings:** × No large, hooped earrings (risk to H&S) × No hanging earrings (risk to H&S) × No ear stretchers/expanders **Nose Piercings: Students CAN wear a small, discreet piercing in their nose** × No septum piercings **Facial Piercings:** × Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip or any other facial piercings are not permitted) **Other Jewellery:** × No other jewellery should be worn on display apart from a wristwatch × No jewellery at all for PE × The Academy does not take responsibility for the loss of or damage to jewellery

Pre-loved uniform:

We actively encourage families to donate good-quality, pre-loved uniform items that are no longer required. Donated items are collected by the Academy, checked for suitability, professionally cleaned where necessary, and prepared for reuse to support other students and families within our community.

The Academy is committed to maintaining a second-hand uniform provision wherever possible. Through donations from families and the wider school community, we will endeavour to make a range of good-quality uniform items available to students who may benefit from additional support, helping to reduce costs and promote sustainability.

Our Uniform Supplier:

In line with government guidance on school uniform, the Academy regularly reviews its uniform arrangements to ensure they represent good value for money for families. We have quality assured our uniform supplier to ensure that uniform items are durable, fit for purpose, and competitively priced. We will continue to monitor costs and seek feedback from families to ensure our uniform remains affordable, accessible, and compliant with relevant statutory guidance.

Appendix 3

Behaviour Reflection Centre Expectations

1. You will **arrive with a member of staff and wait to be allocated a seat**

2. Mobile phones are **not permitted.** You will be asked to hand this over to the BRC Manager upon arrival

3. You will wear full **smart** uniform.

4. You will be asked to complete the **reflection task/write a statement**

5. You will sit in **silence.**

6. You will **not turn around** and distract others.

7. You will **raise your hand if you need help.**

8. You will **use the laptop provided** to access work online
   - Nottingham Academy Website
   - Sam Learning
   - SPARX
   - KS4 Coursework

9. You will **respect your booth and keep it tidy** before being dismissed. A staff member will **check your area before leaving.**

10. **Failure to follow the rules**, may result in further sanctions, including a fixed term suspension.

Appendix 4

Remove Room Expectations

1. You will arrive with a member of staff and wait to be **allocated a seat**

2. You will wear **full smart uniform.**

3. You will **sit in silence.**

4. You will not turn around and **distract others.**

5. You will **raise your hand** if you need help.

6. You will **read or complete work sheets** that are provided for you.

7. You will **respect your booth and keep it tidy**. Before being dismissed. A staff member will check your area before leaving.

8. Failure to follow the rules, may result in being **placed in the BRC or possible suspension from school.**

Appendix 5

Nottingham Academy

Pupil Behaviour Contract

Name: **Date:**

This contract will be used to determine my future at Nottingham Academy.

Overview of concerns that have resulted in this contract:

1. Failure to follow Nottingham Academy rules
2. Failure to meet Nottingham Academy behaviour expectations

My signature below acknowledges that following an in-depth reflective session and conversation with……, I understand exactly

Goals for Pupil:

A) I will follow all the Academy rules and behaviour expectations at Nottingham Academy

B)

C)

Rewards if goals are met:

A)

B)

C)

Consequences if goals are not met:

A) At risk of permanent exclusion or further suspension

B) Agreement to attempt a Supported Transfer to another school

C) Alternative provision placement

By signing this contract, all parties agree to the stipulations in this agreement and will follow it accordingly. This contract will be reviewed on…… (4 school weeks from meeting.)

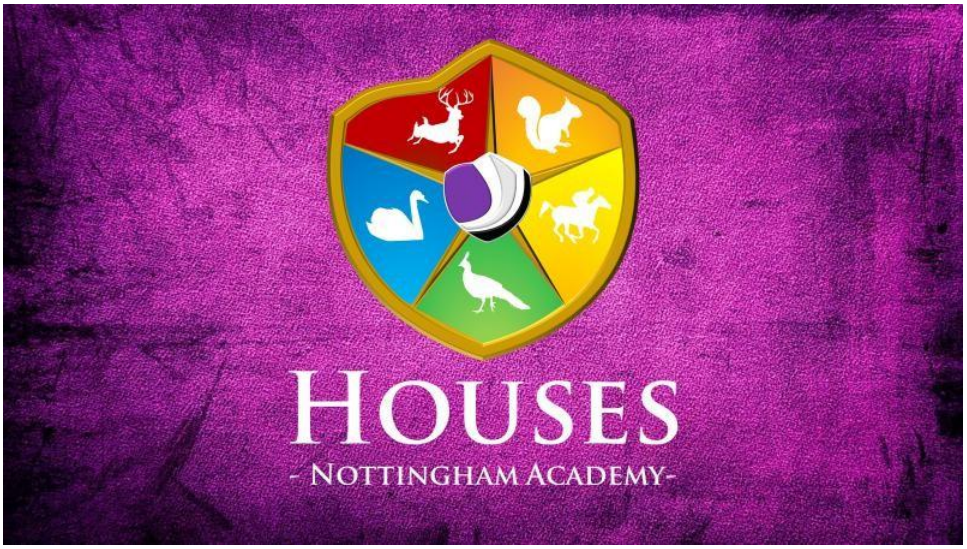
Parent/carer signature:

Academy Signature:

Pupil signature:

Appendix 6

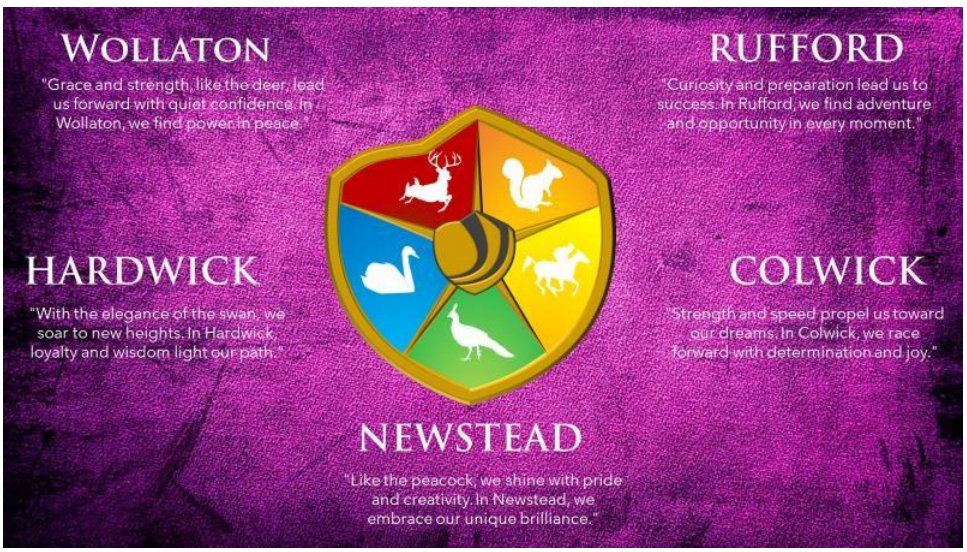
The Nottingham Academy House System



Every day all pupils can earn House points in lessons and tutor time. When out and about around campus, pupils can also achieve good citizen stamps in their planners. Pupils are awarded bonus points for attending extra-curricular activities, representing school teams and competing in house challenges. When there are staff competitions, our staff champions can also nominate a pupil of their choice to earn bonus House points.

Throughout the Academy, our House system plays an important part in creating a cohesive and collaborative environment focused on celebrating student success.

An Introduction



WOLLATON
NOTTINGHAM ACADEMY



Welcome to Wollaton House, represented by the majestic Deer of Wollaton Hall Deer Park. Known for their grace and elegance, deer symbolize peace, gentleness, and a strong connection to nature. Wollaton House members are encouraged to embody these traits, embracing a serene yet determined approach to their studies and friendships. With a spirit of harmony and quiet strength, Wollaton students are leaders who inspire others through their calm confidence and poise. Our vibrant red color represents passion and energy, igniting the spirit of every Wollaton member.

HARDWICK
NOTTINGHAM ACADEMY



Welcome to Hardwick House, where the regal Swan from Hardwick Hall reigns supreme. Swans are symbols of beauty, loyalty, and transformation. Hardwick House members are known for their loyalty to friends and school, their ability to adapt and grow, and their appreciation for beauty in all forms. Just like the serene and graceful swan, our students move through their educational journey with elegance and a steadfast dedication to their goals. The calming blue of Hardwick House stands for wisdom and tranquility, fostering a peaceful and intellectual environment for all.

NEWSTEAD

NOTTINGHAM ACADEMY



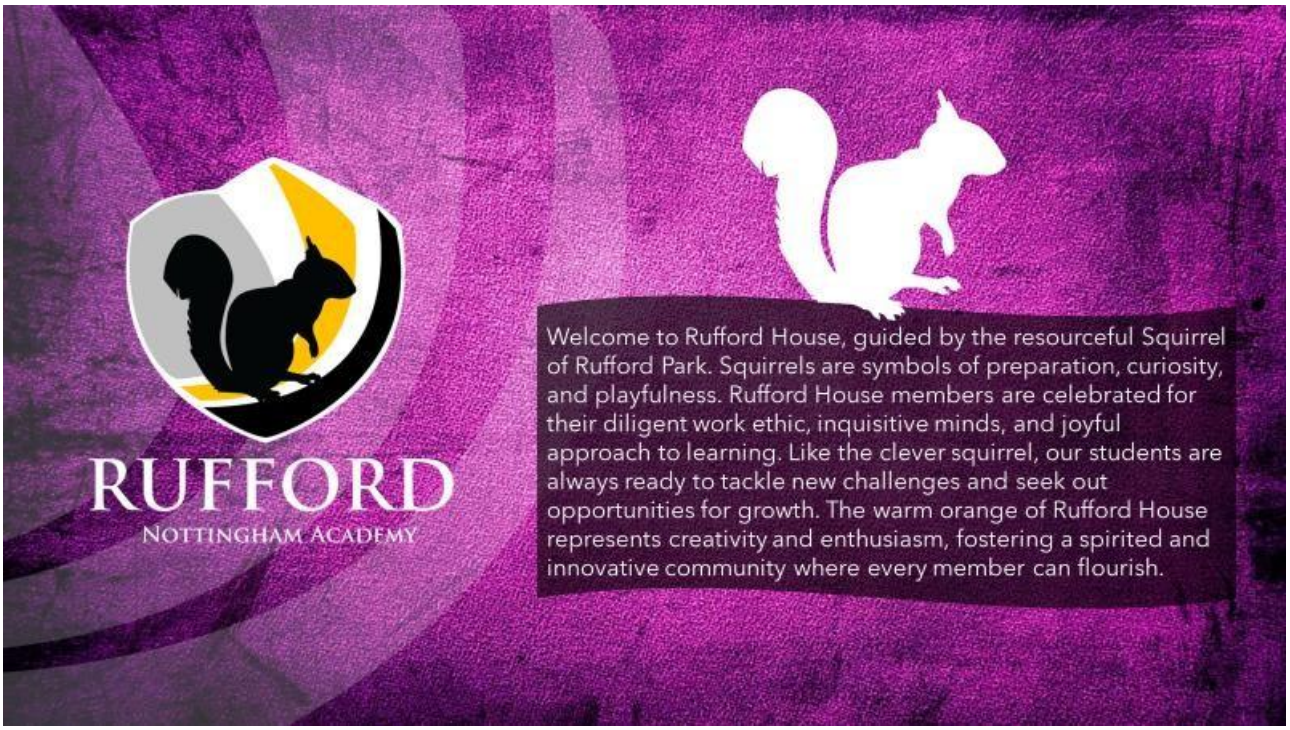
Welcome to Newstead House, symbolized by the stunning Peacock of Newstead Abbey. Peacocks represent vision, self-expression, and pride. Newstead House students are encouraged to showcase their unique talents and perspectives, shining brightly in all their endeavors. With an eye for beauty and a flair for creativity, Newstead members are confident and proud of their achievements. Our green color represents growth, harmony, and freshness, reflecting the vibrant and dynamic spirit of our house. Together, we thrive in a supportive and nurturing environment.

COLWICK

NOTTINGHAM ACADEMY



Welcome to Colwick House, championed by the swift and powerful Race Horse of Colwick Hall and Racecourse. Race Horses are symbols of strength, speed, and determination. Colwick House members are known for their competitive spirit, resilience, and unwavering drive to succeed. Just like a racehorse galloping towards the finish line, our students pursue their goals with relentless energy and focus. The bright yellow of Colwick House signifies optimism and happiness, creating a lively and enthusiastic atmosphere where everyone is encouraged to give their best.



Student Leadership

Head Students

- Year 11 students can apply to be Head Student.
- Students go through an application and interview stage
- Head Students are part of the Junior Leadership Team.

House Captains

- Every House will have a captain in each year group
  (e.g. Colwick Year 7, Colwick Year 8, Colwick Year 9, Colwick Year 10, Colwick Year 11, Colwick 6th Form)
- Once elected, one of these captains will become the House Leader and join the Junior Leadership Team.

Appendix 7

House Point Allocation

Positive Behaviour	Points Awarded	Negative Behaviour	Points
House Event Champion	50	Red Line Behaviour	-30
Tutor Basics Check	10	BRC Immediate Failure	-30
Punctuality and Attendance Streak (5 in a row)	50	Removal From Lesson Required	-10
Participation in House Competition	20	Failure in the Remove Room	-10
Participation in Extra-Curricular Activities	20	BRC Formal Warning	-10
Representing the Academy	30	BRC Failure	-20
Golden Ticket	50	Unstructured Time not Red Line	-10
Caught Being Great 10	10	Internal Truancy	-30
Caught Being Great 20	20	Late to School	-10
Caught Being Great 30	30	Left Lesson Without Permission	-5
Tutor Sweet Treat	20	Disruption During Line Up	-5
		Late to Lesson / Not in Line Up	-5
		Repeated Borrowing of Teacher Equipment	-5
		Repeated Borrowing of Academy Uniform	-5

Appendix 8 – Tutor Time

Tutor Time Priorities

Tutors are expected to:

- Monitor and improve attendance
- Monitor and improve punctuality
- Monitor and improve behaviour, ensuring students are ready to learn
- Deliver PSHE curriculum content
- Promote House and School unity

Priority 1: Monitor and Improve Attendance

- Complete accurate registers within the first 5 minutes of tutor time
    - This helps the DHOY and Attendance Team follow up on absences and lateness quickly
- Use data from attendance trackers and daily reports to challenge non-attendance and poor punctuality
- Aim to keep students above 90% attendance
    - High attendance leads to better student outcomes
- Tutors can break down barriers to attendance through early intervention and support

Priority 2: Monitor and Improve Behaviour

- Use the Arbor behaviour system to identify and challenge negative behaviour patterns
- Tutors have the most weekly contact with students—ideal for building strong relationships and habits
- Use Arbor to reward positive behaviours and recognise top performers
    - Celebrating positives helps drive overall improvement in tutor group and school behaviour.

Priority 3: Ensure Students Are Ready to Learn

- Uniform and equipment checks daily (full table service: planner, pens, bags etc.)
- Ensures students represent the academy well and are prepared to learn
    - Helps reduce daily friction with staff.
- Identify barriers to learning (e.g., lack of sleep, no breakfast) and help plan strategies to build resilience, recording concerns on CPOMS
    - Helping students face challenges prepares them for long-term success

Priority 4: Deliver PSHE content

- Deliver PSHE lessons covering statutory topics in line with Quality Mark expectations
- Encourage and help develop an understanding of British values and what it means to be a good citizen
- Develop students' oracy and discussion skills
- Encourage the core value of respect for self and each other through carefully planned discussions

Priority 5: Promote House and School Unity

- Promote and participate in House competitions.
- Reward House Points for good behaviour, punctuality, attendance and contribution
    - The House system builds a sense of identity and togetherness across the school
- Encourage extra-curricular involvement and community representation
    - Positive public representation improves both student and school reputation

What Does Tutor Time Look Like?

- 8:30am –8:35am – Line-ups complete, uniform checked, issues reported to Year Team
- 8:40am – Welcome tutor group, check uniform again, take register, review attendance and behaviour, check full table service
- 8:45am – Begin main tutor task (Attendance Streaks, Assembly, PSHE, Current Affairs, etc.)
- 8:59am – Pack away, final checks, positive send-off while standing at the door

Tutor Responsibilities

- Build strong relationships with tutees
- Use a clear and thoughtful seating plan
- Lead line-ups and patrol your tutor group
- Take registers accurately before 8:45am
- Track and challenge attendance and punctuality
- Ensure uniform and table service are in place
- Identify and report barriers to learning to the Year Team
- Deliver weekly PSHE content
- Promote House and School unity
- Encourage and track participation in House competitions

Deputy Head of Year Responsibilities

- Build strong relationships with Year group students and parents
- Assist with morning line-ups and uniform/equipment checks
- Manage BRC food orders and support 1–4pm sessions
- Make welfare calls home and support families
- Support the Head of Year with attendance improvement plan completion, behaviour audits and detention information
- Work with Attendance Team to improve punctuality, especially with our hardest to reach families
- Promote unity and participation in House activities

Head of Year Responsibilities

- Build strong relationships across the year group
- Lead and direct line-ups and tutor expectations
- Monitor and follow up on attendance with Attendance Improvement Plans
- Visit tutor groups daily to ensure Quality Mark is being met
- Address barriers to learning and attendance through support of tutors and Deputy Head of Year
- Ensure tutor programme and bulletins are ready by midday Friday
- Drive Academy and House engagement with a focus on the positive reinforcement of good behaviour and improved attendance

SLT Link Responsibilities

- Build strong Year group relationships
- Lead support of line-ups with Head of Year
- Check attendance and corridor behaviour during tutor time
- Visit tutor groups and support behaviour needs
- Quality assure bulletins and tutor programme delivery
- Promote House competition sign-ups and school unity

Appendix 9

Nottingham Academy Mobile Phone Policy *#see it, take it, have to collect it*

Purpose

To ensure a calm, safe and distraction-free environment where all students can focus on learning and wellbeing. This policy reflects the new government guidance on a total ban on mobile phone use in schools from April 1st 2026.

Expectations for Students

1. Mobile Phones Must Not Be Seen or Heard

- Phones **must be switched off** before entering the Academy site.
- Phones must be kept **at the bottom of bags** for the entire school day, including break and lunchtime.

2. Phones Must Not Be Used AT ALL, including:

- Checking the time
- Viewing timetables
- Taking photos or videos
- Revision or research
- Texting, calling or answering
- Playing games
- Listening to music
- Watching or making videos

3. Be Prepared Without Your Phone

- Students must plan ahead each day.
- Parents/carers wishing to contact their child during the academy day can do so by contacting the school office via email admin@nottinghamacademy.org or on 0115 7483380 and choosing the appropriate option, including the 'safeguarding' option, where serious.
- A **paper timetable** is available from **Miss Young in the Library** if needed.
- If technology is required for learning, the Academy will provide suitable equipment such as **tablets or cameras**.
- Students with approved medical needs will continue to have the access they require. They will need to wear the lanyard provided and cannot use it for any other purpose.

Sanctions

First Incident

- The phone is confiscated and can only be collected by a **parent/carer** at the **end** of the **school day**.

Repeated Incidents

- A higher sanction will be applied.
- The phone may be kept for **more than one day**.

Refusal to Hand Over a Device

- Results in a **one day Fixed Term Suspension**.
- **Further refusals** will lead to **escalating sanctions** such as two-day Fixed Term Suspension, three-day etc.

Why This Policy Is Important

- Improves focus and behaviour
- Reduces distractions
- Protects privacy
- Supports healthier social interactions
- Helps all students engage fully in Academy life