



# **Nottingham Academy Behaviour and Expectations Policy.**



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## Behaviour for Learning at Nottingham Academy.

### 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 Yourself, Respect Others, Respect our Community & Environment) 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 at <https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf>.



## **Principles of the policy**

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

- Teaching and Learning
- SEND
- Equality Objectives
- Anti-Bullying
- Safeguarding
- Attendance

<https://www.nottinghamacademy.org/policies>

## **Roles & 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
- 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**

- Arrive to school every day on time
- Always wear their uniform correctly and with pride
- Arrive to school ready to learn with the right equipment
- Be polite and kind to students and staff
- Arrive to lessons on time
- Give 100% 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 recognition points

### **Tutors**

Tutors 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.



Tutors should:

- Establish positive relationships with their Tutees
- Model and promote the Academy's '6 Everyday Expectations'
- Uphold Academy standards and expectations
- Recognise and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the Academy and follow up any concerns
- Monitor standards of tutees behaviour across the Academy and follow up any concerns
- Intervene when students need extra attention
- 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.

### **Classroom Teachers**

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.

Classroom teachers should:

- Demonstrate consistently and actively promote '*The Nottingham Academy 6 Everyday Expectations*'
- Never accept poor behaviour in lessons
- Demonstrate consistently and explicitly teach students how to be polite using STEPS
- Consistently and fairly apply the behaviour for learning procedures in every lesson and take responsibility for promoting good and courteous behaviour both in the classroom and around school in accordance with this policy
- Teachers must have high expectations of behaviour and should utilise a range of strategies, using recognition and sanctions consistently and fairly
- Manage classes effectively, as per policy, using approaches which are appropriate to a students' needs in order to involve and motivate them
- Manage behaviour effectively to ensure a good and safe learning environment
- Set high expectations which inspire, motivate and challenge students
- Establish a safe and stimulating environment rooted in mutual respect
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary
- Encourage students to take a responsible and conscientious attitude to their own work and studies
- Promote a love of learning and a students' intellectual curiosity (Taken from Teaching Standards 2011)

### **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*'
- Demonstrate consistently and actively encourage students to be polite using STEPS
- 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, Key Stage Leaders or SLT



## **Nottingham Academy Leaders (TLR Holders at all levels) and Head of Year/DHOY**

The 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 Faculty Leaders/Head 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. 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. Regular climate walks will be carried out by all leaders to ensure lessons are not being disrupted and students have access to quality first teaching across the Academy.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge students. 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.

### **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 training on how best to support our students and to meet their needs, whilst also maintaining our high standards and expectations. Staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at this school
- Reasonable adjustments for SEND
- Mental health needs and the impact on behaviour
- Deliberate practice of routines and social norms/systems
- Termly twilight and booster sessions for staff within the academy
- Using a Teacher Toolkit; De-escalation

Behaviour management will also form part of the continuing professional development including a weekly staff bulletin, regular staff briefing and a full induction package.

**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 reset assemblies for all cohorts (in addition to weekly assemblies)
- 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 (Respect Yourself, Respect Each Other, Respect our community & Environment) 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, **but we are both at the very same time.** Teachers at Nottingham Academy **care enough to challenge** because we want the best for our students.

At Nottingham Academy, we work hard, and we are kind to one another. We explicitly teach our students how to be polite using STEPS:

### **S.T.E.P.S**

1. Saying 'Sir' or 'Miss' - every time
2. Saying 'Thank you' - every time
3. Saying 'Excuse me' - every time
4. Saying 'Please' - every time
5. Smile - every time we greet a person inside or outside of school



### **Sir or Miss**

Students always refer to teachers as Sir or Miss. It's a sign of respect. It's polite. Students never forget to say Sir or Miss at the end of their sentences. All teachers will treat all students with respect and be extremely polite. All students will always treat all teachers with respect and be extremely polite.

### **Thank you**

Within the Academy all members of the school community hold doors open for one another. Students let people pass in front of them, they don't barge past, and they politely let people pass. If somebody drops something, students help them pick it up, they pass books along carefully, efficiently and politely. Students queue for lunch politely and efficiently, in a single file and they have their eyes facing the front. These are all signs of mutual respect.

### **Excuse me**

Students never push past or interrupt people. If they want to get past, they say "Excuse me" politely. Then they wait patiently if necessary. Similarly, if they want to talk to somebody, a teacher for example, they say, "Excuse me sir/miss. Do you have a minute? Could you help me with something?" Students don't take others for granted. They are polite. They are especially polite and respectful in corridors, on the stairs and when queuing. When queuing, students remain in single file, eyes front. They don't talk. They do what they have to do smoothly and efficiently. They are polite to students in lessons, students they don't know, and to all members of staff. That includes office, catering and cleaning staff. There are no exceptions.



## Please

Students and teachers show gratitude every day and in every interaction they have. We say Sir/Miss, Thank you, Excuse me and Please naturally.

## Smile

At Nottingham Academy we always smile. Students and staff are polite and welcoming. When students greet somebody, they smile, when a teacher says hello in the corridor students reply with a “Hello Miss!” or “Morning Sir!” and smile. We are professional. When students go for interviews, whether that’s for college, for university, an apprenticeship or for jobs, people are immediately impressed by their good eye contact, the way they smile and the way they articulate themselves.

## **Everyday Expectations – Nottingham Academy 6 Everyday Expectations**

The Nottingham Academy provide a framework to ensure our Core Values (*Respect Yourself, Respect Others, Respect your community & Environment*) and Everyday Expectations are embedded within our daily practice and routines.

Our 6 Everyday Expectations are:

1. In School On Time
2. Smart and Sharp
3. Full Table Service
4. S.L.A.N.T
5. First Time Every Time
6. Right Place, Right Time, 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 same-day 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. It is vital that sanctions are served on the same day so that students have the opportunity to reflect on their mistake. This 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. One of the most powerful ways that we can build relationships with students is by having restorative conversations. Our Academy expectation is that staff hold a restorative conversation with students sanctioned at the end of the day.

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

<p><b>Everyday Expectation 1: In school On Time</b> Students who wish to succeed always attend school and are on time.</p>	<ul style="list-style-type: none"> <li>• Students will attend school every day (unless absent due to a diagnosed medical condition and absence is supported by GP).</li> <li>• Students will strive to achieve at least 97% attendance but aim to achieve 100%</li> <li>• Students will arrive at the academy no later than their designated year group start time every day.</li> </ul>
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	<ul style="list-style-type: none"><li>• Students will arrive to school and their line up on time.</li><li>• Students will arrive to all their lessons on time every day.</li><li>• Teachers will take the register within the first 10 minutes of every lesson.</li><li>• Any absence will be followed up with a same day text and tutor call.</li></ul> <p><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.</p> <p>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.</p> <p>Meetings will be arranged with families and students who have attendance and or punctuality of less than 97%.</p> <p><b>Punctuality to school</b></p> <p>If students are late to school without a valid reason, they will be issued with a same day 40-minute detention. If a student is late twice, the detention will be upscaled to a 60-minute same day detention and contact home will be made. Where a student is late on more than two occasions, meetings will be arranged with families to address the concerns.</p>
<p><b>Everyday Expectation 2: Smart and Sharp</b> Students who wish to succeed wear a smart and sharp uniform.</p> <p><i>Refer to the academy uniform policy or website for explicit guidance on what we consider to be 'Smart and Sharp Uniform'.</i></p>	<ul style="list-style-type: none"><li>• Students will arrive to school on time, wearing the correct uniform, in the correct way, every day.</li><li>• Student Care Team will check students uniform every morning at the student entrance and during line ups.</li><li>• Student Care Team will make sure any missing uniform items are addressed and uniform has been corrected.</li><li>• Students will make sure their uniform is worn smart and sharp for the duration of the school day.</li></ul> <p>No hoodies, gilet, denim 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</p>



	<p>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:</p> <p><a href="https://www.nottinghamacademy.org/uniform">https://www.nottinghamacademy.org/uniform</a></p>
<p><b>Everyday Expectation 3: Full Table Service</b> Students who wish to succeed always bring the right equipment to the academy every day.</p>	<ul style="list-style-type: none"><li>• Students will arrive to school every day with a suitable bag and pencil case that contains 1 x black pens, 1 x green pens, pencil, ruler and rubber.</li><li>• Student Care Team and tutors will ensure students are ready to learn by carrying out equipment checks every morning during tutor time.</li><li>• 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.</li><li>• If students want to buy any missing equipment before lessons begin, then they can from their Heads of Year or the Uniform Store.</li></ul> <p><b><u>Items not permitted in the Academy are:</u></b></p> <p>Chewing gum Fizzy drinks Any non-uniform items</p> <p><u>All these items will be confiscated and will only be returned to parents at the end of each academy term.</u></p> <p>Mobile phones are not allowed to be used, seen or heard in the Academy. 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 (we cannot accept any responsibility for lost or stolen possessions). <b>If a member of staff sees or hears a mobile phone/headphones/smartwatch, it will be confiscated immediately.</b> 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.</p> <p>Students who refuse to hand their mobile phones to a member of staff will be suspended and parent /carers will be invited in to meet with a member of the SLT.</p>
<p><b>Everyday Expectation 4: S.L.A.N.T</b> Students who wish to succeed always demonstrate S.L.A.N.T in lessons: S=Sit up L=listen carefully</p>	<ul style="list-style-type: none"><li>• All teachers will actively promote and model S.L.A.N.T</li><li>• Teachers will have a seating plan and students will sit in their allocated seat</li><li>• When not reading or writing, students will sit up straight</li><li>• Teachers will instruct students: “3,2,1 SLANT”</li></ul>



<p>A= Ask and answer questions N=Never interrupt T=Track the teacher</p> <p>Sometimes, it will be hard work for students to remain on task, but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what they have planned.</p>	<ul style="list-style-type: none"> <li>• Students will sit up straight, eyes front, looking at the teacher.</li> <li>• Students will listen carefully to the teacher when they are talking.</li> <li>• Students will ask and answer questions related to the learning.</li> <li>• Students will never interrupt their teacher when he/she is talking</li> <li>• Students will keep their eyes on the teacher whenever they are talking.</li> <li>• Students will deliberately concentrate on what the teacher is saying at all times.</li> <li>• Students will look at the board, listen to the teacher, read and practice the work set in silence unless directed otherwise.</li> </ul>
<p><b>Everyday Expectation 5: First Time Every Time</b> We know that students who wish to succeed do not answer back and trust that teachers’ instructions are to help them be successful.</p>	<ul style="list-style-type: none"> <li>• Teachers will give students clear instructions.</li> <li>• All students will follow instructions first time every time.</li> <li>• Students will trust staff and never question an adult’s decision anywhere in the Academy.</li> </ul> <p>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.</p> <p>If a student behaves in a way that places themselves or others at risk, they may be excluded. In some circumstances, students may be excluded for displaying persistent poor behaviour.</p> <p>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 or Assistant Principal for Student Care in the first instance.</p>
<p><b>Everyday Expectation 6: Right Place, Right Time Doing the Right Thing.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Teachers will greet students at the door.</li> <li>• Students will arrive to all lessons on time every day with the right equipment.</li> <li>• Teachers will have a retrieval task ready for students to complete</li> <li>• Students will complete their retrieval task in silence, unless directed otherwise.</li> <li>• Students will complete all tasks set in lessons to the best of their ability.</li> <li>• Students will demonstrate S.L.A.N.T in every lesson every day</li> </ul>



- 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.
- Students will stand behind their chairs in silence waiting to be dismissed at the end of every lesson every day.
- 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.
- Students will remain in silence in assemblies unless they are invited to speak by the member of staff leading the assembly.
- Teachers will use SLANT to show they want silence.
- 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 excluded 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, then they may be internally isolated or excluded.



## **SEND students**

We pride ourselves on being an inclusive school and therefore although we expect all students to live by our six 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 available in class chart which include SEND Data e.g. reading age, SEND area of need, strategies to support individualized 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.

### **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:

- 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) 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 Beginning and End of Lesson Routine**

### **At the beginning of every lesson:**

#### **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.
- All students are instructed to stand behind their chairs on arrival to the classroom.
- Coats and bags are removed, and smart and sharp uniform checked before asking students to take their seats.
- Any issues are reported to DHOY instantly.
- Students take out their Full Table Service, equipment and books.

#### **Retrieval Practice/Starter activity**

- Retrieval task or an appropriate starter activity should be on the board. All teachers ask students to complete the retrieval practice when seated. This should be done in silence.

#### **Register students and conduct an equipment check when retrieval tasks are being completed.**

- Take the register on SIMS 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.

#### **Get 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 SLANT by saying “3, 2, 1 SLANT” ensure all students are silent and tracking you.
- 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.
- Coats and bags are to remain off until outside the building.
- 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.



## **Sixth Form Beginning and End of Lesson Routines**

### **At the beginning of every lesson:**

#### **Greet students**

- Teacher says: “Good morning/Good afternoon” and smiles.
- Students to follow STEPS
- 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 unless teacher is using them for lesson purposes

#### **Retrieval Practice/Starter activity**

- Retrieval task or an appropriate starter activity should be on the board.

#### **Register students**

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

### **At the end of every lesson:**

#### **End of 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.
- Golden Tickets to be awarded

#### **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 mobile phones/headphones are in bags
- 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.

#### **Toilet Requests**

Of-course students can use the toilets. However, students should avoid going to the toilet during lessons. Students are expected to use the toilets before lessons and at break/lunch times. If students need the toilet during a lesson the teacher will request on call using Class Charts. Students should not go to the toilets unsupervised including students with medical and toilet passes.



## 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.

## Recognition in the classroom

**We expect all our students to demonstrate our 6 Everyday Expectations 100% of the time.**

To encourage and recognise this, every student starts on 10 reward points every lesson. At the start of every lesson, teachers remind students that they are all on positive recognition points and it is their responsibility to make sure they keep them by consistently demonstrating our 6 Everyday Expectations throughout the school day.



**NOTTINGHAM  
ACADEMY**

## 6 Everyday Expectations

At Nottingham Academy our students follow our Everyday Expectations. These are powerful habits which will support students to become successful in life. These Everyday Expectations are a framework to ensure that our core values of respect for yourself, respect for each other and respect for your community and environment are embedded within our daily practice and routines. Our Everyday Expectations are:

1		<p><b>In School On Time</b></p> <p>We expect all of our students to arrive to school on time. This is an expectation of our academy but also the world of work.</p>
2		<p><b>Smart &amp; Sharp</b></p> <p>We expect all of our students to wear perfect uniform. You only get one chance to make a first impression.</p>
3		<p><b>Full Table Service</b></p> <p>Students who want to achieve their full potential always bring the right equipment to the academy everyday.</p>
4		<p><b>S.L.A.N.T</b></p> <p>We expect our students to demonstrate S.L.A.N.T in lessons: <b>S</b>it up, <b>L</b>isten carefully, <b>A</b>sk and answer questions, <b>N</b>ever interrupt, <b>T</b>rack the teacher.</p>
5		<p><b>First Time Every Time</b></p> <p>Nottingham Academy students do not answer back. Students trust that teachers' instructions are to help them be successful.</p>
6		<p><b>Right Place, Right Time, Doing The Right Thing</b></p> <p>Nottingham Academy students 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.</p>



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 contacts 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.

### **Star of the Week**

Each week, members of the Academy staff nominate their 'Star of the Week'. Students may be acknowledged for their academic achievement, meeting Everyday Expectations or for displaying respect to others, their community or the environment. Star of the week acknowledgements are shared weekly with students and parents. Each student will receive a certificate.

### **Celebration Events: Attendance, Progress and Attitude to Learning Certificates**

At the end of each half term, students from each class are nominated by their Head of Year and class teachers to receive a certificate for: 100% attendance, most progress and for exemplary attitude to learning. These certificates are presented to students during our celebration assemblies.

### **Golden Tickets**

Every teacher will be issued with 3 golden tickets that they can give each lesson. Golden ticket categories link to Everyday Expectations and Respect Values. Golden Tickets will be issued physically and logged through Class Charts where students will gain additional reward points.

### **Golden Ticket Draws**

A weekly Golden Ticket draw will take place for each year group. Prizes will be given for Academic Achievement, Everyday Expectations, Our Respect Values and Opportunities and Character Rewards.

### **Everyday Classroom Expectations-Zero Tolerance to Disrupting 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.

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

<p><b>Stage 1: Verbal Warning</b></p> <p>A verbal warning will be issued and logged on Class Charts.</p> <p><b>All teachers will the use the following behaviour management techniques to re-engage the student</b></p>	<p><b>Students who display any of the behaviours below during a lesson will be issued with a warning and <u>gain 5 negative points (This is not a definitive list):</u></b></p> <ul style="list-style-type: none"> <li>• Calling out when not asked to</li> <li>• Making inappropriate noise</li> <li>• Out of chair without permission</li> <li>• Ignoring or arguing with your teacher</li> </ul>
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<p><b>with their learning prior to removing them from the lesson unless a red line behaviour has been displayed:</b></p> <ol style="list-style-type: none"> <li>1) Have a discrete 1 to 1 conversation with the student to unpick the issue and de-escalate the situation.</li> <li>2) Student will be asked to move seats</li> </ol>	<ul style="list-style-type: none"> <li>• Interrupting whilst someone is talking</li> <li>• Not listening to others (staff or students)</li> <li>• Using inappropriate remarks or language</li> <li>• Inappropriate comments</li> <li>• Inappropriate gestures</li> <li>• Chewing gum anywhere in school</li> <li>• Distracting others</li> <li>• Mocking or teasing other students</li> <li>• Lack of work</li> <li>• Throwing objects</li> </ul>
<p><b>Stage 2: Remove</b> Removal of the student from the classroom.</p> <p>'On call' is to be used when:</p> <ol style="list-style-type: none"> <li>1. A student has failed to correct behaviour following a Verbal Warning, 1:1 conversation and moving of seats</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. A critical incident has occurred.</li> </ol>	<p><b>Students who have failed to correct their behaviour after a warning is issued will be removed from the lesson and will gain 10 negative points (This is not a definitive list):</b></p> <ul style="list-style-type: none"> <li>• Teacher will use 'on call' using class charts</li> <li>• Teachers will provide the name of student, location and outline of the reason for removal</li> <li>• The on-call member of staff will calmly and quickly enter your classroom, quietly ask the student to follow them and leave.</li> <li>• The adult will always respond calmly and speak quietly.</li> <li>• Students will be removed from the lesson and placed in the Remove Room.</li> <li>• In the Remove Room, students will be engaged with completing the work from the lessons, work booklets or accessing SAM Learning to complete work from that lesson.</li> <li>• Parents/carers will be notified of the removal via text/phone call.</li> <li>• Students will receive a 40-minute same day detention as a consequence for on call.</li> <li>• 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.</li> </ul>
<p><b>All students receive a fresh start next lesson.</b></p>	
<p><b>2 x Removes</b></p>	<p>If a student is removed more than once in any given day, they will be removed from lessons and placed in isolation either in the Remove Room or Behaviour Reflection Centre provision. Depending on timings of the second remove, this may result in isolation the following day. The Student Care team will contact home to discuss with parent/carers to resolve the situation and agree on a way forward.</p> <p>Students' detention will be upscaled from a 40-minute detention to a 60-minute detention.</p>



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

Late to lesson	10 negative points (same day 40-minute detention)
First Warning	5 negative points
Removal from lesson	10 negative points (same day 40-minute detention)
Immediate sanction (unstructured times, internal truancy, mobile phones, corridor behaviour)	10 negative points for every individual sanction issued (same day 40-minute detention)
Red Line Behaviours (Internal Isolation or Fixed Term Suspension)	30 negative points (same day 60-minute detention) Internal isolation in the BRC or Fixed Term Suspension. The sanction will be appropriate to the behaviour.

## **Academy 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 plan or pastoral support plan/APDR 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:**

- Same day detentions. Loss of student's own time. This can be in school or after school. The length of detention will be proportionate to the behaviour presented by the student.
- Loss of break and lunch 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
- Restorative conversations for up to 15 minutes after school without informing parents
- Not allowing students to attend recognition events
- Reports. Subject specific or aspect of behaviour, attitude to learning and progress
- Reporting to senior staff
- Discussion with parents gaining their support e.g. with compliance
- Removal from group to another class - temporarily or permanent
- Use of Pastoral Support Plans/APDR to secure aims for improved behaviour from students and parents
- Academy Disciplinary Panels are used to signpost to a student that they are approaching permanent exclusion.



- Respite placements to other schools
- Alternative provision may be considered under some circumstances
- Managed move to another school
- Internal isolation, fixed term suspensions and permanent exclusions.

## **Detentions**

After school detentions are given when students fail to meet Academy expectations set out in this policy.

After school detentions are centralised and are led by senior members of staff and the Student Care team. Detentions take place Monday to Friday from 3:00pm to 3:40pm or 3:00pm to 4:00pm.

Students will be collected Period 6 by SLT/DHOY and escorted to the centralised detention room.

<b>Immediate Sanction (same day 40/60-minute detention)</b>	Examples of behaviours (not a definitive list)
3:00pm to 3:40pm -Same day detentions are led and supervised by senior members of staff (40 mins)	Poor behaviour during unstructured times (break and lunch)
Students issued with 2 immediate sanctions in one day (60mins) 3:00pm-4.00pm.	Not following instructions first time every time
	Removal from lesson
Students in isolation (Behaviour Reflection Centre) same day 60 minute detention (3:00pm-4:00pm).	Using mobile phone/earphones without permission
	Missing homework
	Late to school or lesson
	Corridor behaviour

Students will receive a same day 40-minute detention following an on call or for failing to meet Academy expectations.

Students who receive two on calls in a day will be placed in the internal Behaviour Reflection Centre. Depending on timings of the second remove, this may result in isolation the following day.

Non-attendance to detentions will be upscaled to 60-minute detention with SLT the following day or time in our internal Behaviour Reflection Centre.

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

In detentions, students will be expected to engage in private reading of an appropriate text, complete homework or complete a reflection task. Students will also have access to work booklets or a laptop and can log into SAM Learning to complete homework/missed work/coursework. SLT, Heads of Year/Deputy Heads of Year and Senior Leaders will monitor attendance at detention and ensure students attend detentions.

## **The Remove Room**

Students will be placed in the Remove Room as a consequence of on call.

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 instructions
- To complete appropriate work



On entry, the student will be seated as required by supervising member of staff. Details will be checked on class charts and parent/carer informed via text.

Immediate restorative action/intervention will take place between student and supervising member of staff.

Students will have access to work booklets or SAM Learning for the remainder of time in the remove room to study the subject they have been removed from.

If a student is removed twice in one day, they will be placed in internal isolation, in the Behaviour Reflection Centre for the rest of the day and attend a 60-minute same day detention. Depending on timings of the second remove, this may result in isolation the following day.

Supervising staff are to inform the Student Care Team of this requirement at the point of the second on call (monitor Class Charts). Failure to comply with the expectations in the 'Remove Room' may lead to fixed term suspension.

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:

<b>Red Line Behaviour (Internal Isolation and Suspension)</b>	
	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 On Call, Head of Year/Deputy Heads of Year or SLT 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 Student Care Team or Senior Leadership Team.



If students are placed in the Behaviour Reflection Centre for a red line behaviour, the parent/carer will be invited in to attend a meeting. During their time in the Behaviour Reflection Centre, 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 Maths Watch. 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 Behaviour Reflection Centre will be determined by a member of the Senior Leadership Team and Student Care Team and related to the severity of the incident.

When returning to mainstream lessons, students will be expected to apologise for their poor behaviour to any members of staff who have been impacted by their actions.

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 Behaviour Reflection Centre or fixed term suspension.

### **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 22)

### **Our Internal Behaviour Reflection Centre**

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 BRC for a period of time.

Students may be in the Behaviour Reflection Centre for full or part day. Students will be placed in the BRC as an alternative to a fixed term suspension or during the investigation of an incident.

Staff are informed daily which students are in the Behaviour Reflection Centre.

Students are expected to comply with the expectations of BRC. Failure to comply will lead to suspension. 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 Behaviour Reflection Centre. Pupils are also provided with a free breakfast and/or breakfast bars and fruit.



Supervising staff are to update the Heads of Year, Senior Assistant Principal Student Care and Assistant Principal Key Stage Leader on student conduct and work completed. Completed work will be collated and returned to teaching staff at the end of the day.

The Senior Assistant Principal Student Care and Assistant Principal Key Stage Leader will monitor BRC, suspensions and on call records 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.

### **Response to students failing to complete sanctions set**

There are occasions when students fail to serve sanctions for no good reason or refuse to undertake these. In these instances, the following procedures are usual:

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 - Loss of break and lunch times
  - A period of isolation in the Behaviour Reflection Centre or suspension depending on the situation.

**All students must comply with sanctions set by the school.**

### **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.

### **Fixed Term Suspensions**

The decision of a fixed term external suspension is taken by the 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 lunch time 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 issued work to complete, and a re-integration meeting 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 and will be required to attend a meeting with a senior member of staff. 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 Academy Advisory Council's Disciplinary Committee will be outlined in the letter.
- A reintegration meeting with a member of the Senior Leadership Team and Student Care 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.

Following this meeting:

- The student will be reinstated with a clear re-integration plan
- The student may be placed on report or another appropriate temporary sanction or 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. In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council 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 Exclusion**

Permanent Exclusion is a legal process which may be used by the Academy for dealing with more serious incidents of poor behaviour when Internal or Fixed Term Suspensions may not be seen as appropriate. At all times, the Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by the 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. knives, 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:  
<https://www.greenwoodacademies.org/attachments/download.asp?file=2961&type=pdf>

### **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 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
- Any item banned by the Academy rules which have been identified.

Banned items - sentence on PD curriculum supporting the BP.

## **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 Principal will decide if and when to return a confiscated item.

Where a member of staff reasonably suspects that a pupil is on 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, January 2018.)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## **Confiscation**

The 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.

[http://www.legislation.gov.uk/ukpga/2006/40/section/91#:~:text=91Enforcement%20of%20disciplinary%20penalties%3A%20general&text=\(b\)by%20any%20other%20member,head%20teacher%20to%20do%20so.](http://www.legislation.gov.uk/ukpga/2006/40/section/91#:~:text=91Enforcement%20of%20disciplinary%20penalties%3A%20general&text=(b)by%20any%20other%20member,head%20teacher%20to%20do%20so.)

## **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 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
- 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.

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, they must adhere to the following Sixth Form expectations.

- **They must** 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.
- **They must** always wear their lanyards
- **They must** attend all their lessons and be on time
- **They must** only use their mobile phones and headphones in the Sixth Form Centre
- **They must** follow the Sixth Form dress code
- **They must** support the Nottingham Academy Everyday Expectations and behave in a sensible, responsible, and respectful manner whilst moving around the school site
- **They must** be respectful to all their staff and peers at Nottingham Academy
- **They must** look after their Sixth Form Centre and its equipment
- **They must** work quietly and be courteous of others working in our independent learning sessions
- **They must** take advantage of the opportunities presented to them
- **They must** 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 sportswear 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/midribs
- Clothing and accessories that promote drugs, sex, alcohol, violence, profanity, prejudice, or racism
- Sliders, flip flops or crocs
- Shorts
- Leggings unless worn under an appropriate length skirt or dress
- Sportswear
- Tracksuits/jogging bottoms
- 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 theirs if plausible. Students will be expected to make up the time lost in school for this.

### **Mobile Phones and earphones**

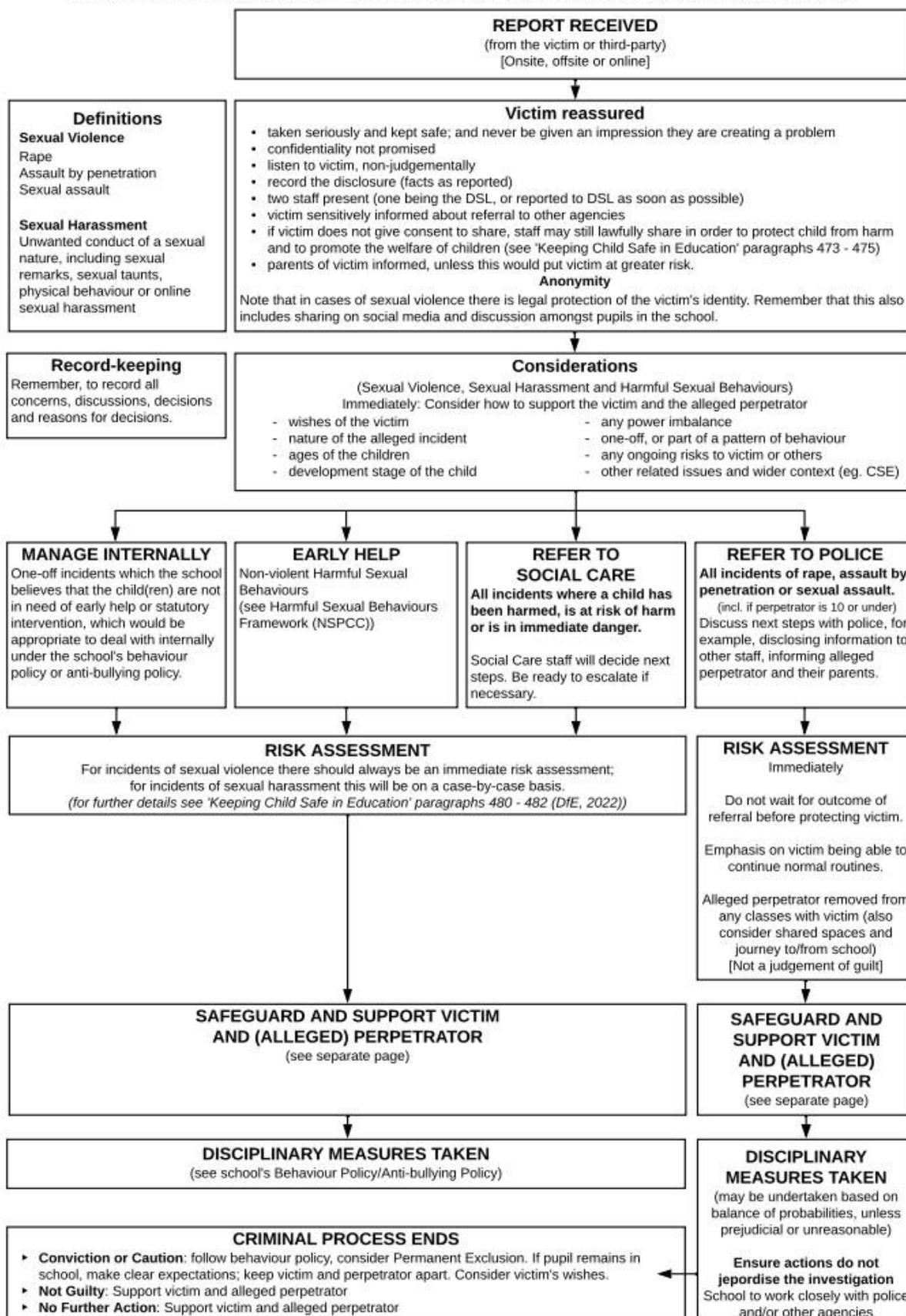
Mobile phones are to be turned-off and are expressly banned from all use around the school site and should be **out of sight at all times** including in lessons. Similarly, earphones should not be worn once on the school site. The only exception to this rule is where students are within the Sixth Form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

### \*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



Source:

\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart



**Appendix 2**  
**Nottingham Academy Uniform Standards and Expectations**

Academy uniform	
<ul style="list-style-type: none"> <li>✓ White shirt (regular fit, not fitted), with top button done up, Academy tie</li> <li>✓ Plain black trousers (off the leg- straight cut, not skinny style) or formal school skirt that's down to the knees.</li> <li>✓ Plain black shoes with socks or plain black tights</li> <li>✓ Academy jumper (Years 7 &amp; 8)</li> <li>✓ Academy blazer (Years 9-11)</li> </ul>	
Academy PE Kit	
<ul style="list-style-type: none"> <li>✓ Black short-sleeved/long sleeved sports polo shirt with purple panels and Academy logo</li> <li>✓ Black tracksuit bottoms, shorts, cycling shorts or sports leggings to be worn</li> <li>✓ Suitable trainers</li> <li>✓ Academy jumper (Years 7 &amp; 8)</li> <li>✓ Academy blazer (Years 9-11)</li> </ul>	
Inappropriate uniform (what we will not accept)	
<b>Footwear</b>	<ul style="list-style-type: none"> <li>✗ Canvas shoes or trainers</li> <li>✗ Open front shoes</li> </ul>
<b>Trousers</b>	<ul style="list-style-type: none"> <li>✗ Skinny/tight fit <i><b>This is a particular issue for girls and these trousers cannot be skin-tight either across the whole leg or at the thigh.</b></i></li> <li>✗ Elastic/legging/lycra based</li> <li>✗ Cropped/showing shins or ankles This is a particular issue for girls which, along with short socks, show ankles</li> <li>✗ Visible zips</li> <li>✗ Denim, rivets or studs</li> </ul>
<b>Skirts</b>	<ul style="list-style-type: none"> <li>✗ More than a credit card away from the knee</li> <li>✗ Skater skirts</li> <li>✗ Tight fit or lycra based skirts</li> <li>✗ Skirts with embroidery, patterns or ridges</li> </ul>
<b>Socks/tights</b>	<ul style="list-style-type: none"> <li>✗ Any kind of sock above calf length</li> <li>✗ Bright coloured tights</li> </ul>
<b>Headscarves</b>	Headscarves worn for religious reasons should be black or white.



<b>Coats</b>	<ul style="list-style-type: none"><li>× Hoodies</li><li>× Cardigans</li><li>× Fleeces</li><li>× Gilet</li><li>× Sweatshirts, zipped fabric jackets or sport branded fabric jackets</li><li>× Any top that is not included in our uniform</li></ul>
<b>Hair</b>	<ul style="list-style-type: none"><li>× Any extreme hair colour (any unnatural hair colours)</li></ul>
<b>Make Up/Nails</b>	<p><b>Nails should be short (no more than 5mm past fingertip) and naturally coloured</b></p> <ul style="list-style-type: none"><li>× Heavy make-up</li><li>× Acrylic or gel nail extensions.</li><li>× Bright eye shadow</li></ul>
<b>Jewellery</b>	<p><b>Ear Piercings: Students <u>CAN</u> wear one pair of small studs</b></p> <ul style="list-style-type: none"><li>× No multiple ear piercings</li><li>× No hooped earrings</li><li>× Hanging earrings</li><li>× All other types of ear piercings</li><li>× Ear stretchers/Ear Expanders</li></ul> <p><b>Nose Piercings: Students <u>CAN</u> wear a small stud in their nose</b></p> <ul style="list-style-type: none"><li>× Nose rings</li><li>× Septum Piercings</li></ul> <p><b>Facial Piercings:</b></p> <ul style="list-style-type: none"><li>× <i>Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (Eyebrow, lip, tongue, or any other facial piercings are not permitted).</i></li></ul> <p><b>Other Jewellery:</b></p> <ul style="list-style-type: none"><li>× No bracelets, necklaces or other jewellery should be worn apart from a wrist watch</li></ul>

Please find the link to order Academy uniform from our suppliers Price and Buckland: <https://www.pbuniform-online.co.uk/schools/nottingham-academy.html>

**Failure to comply with Academy uniform expectations will result in the student being isolated until the matter is resolved. Please refer to Everyday Expectations – Smart and Sharp Uniform (Page 9).**