



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

NOEL-BAKER ACADEMY

Behaviour

(RESPECT) Policy

Policy/Procedure management log

Document	Behaviour Policy
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1 Introduction

By attending Noel-Baker Academy you are agreeing to uphold and abide by this RESPECT Policy. This policy sets out our expectations for all members of our community, students and staff. It clarifies the sanctions that are in place for any deviation from the policy. Please note that Noel-Baker Academy reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our community.

Noel-Baker Academy's RESPECT Policy strives to be:

R	Restorative – Focused on repairing harm and restoring relationships rather than punishing.
E	Empathetic – Understanding perspectives and emotions.
S	Supportive – Offering guidance and boundaries to promote student success.
P	Positive – Reinforcing positive behaviour, choices, and language.
E	Equitable – Ensuring fairness and inclusion across all actions and decisions.
C	Consistent – Clear expectations, fairly applied.
T	Transformative – Committed to long-term personal and community growth.

1.1 Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

1.2 Aims

At Noel-Baker Academy, it is our aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management for pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

It is the aim of the RESPECT Policy to:

Build Relationships	Build meaningful and respectful relationships between students, staff, and families.
Strengthen Communities	Strengthen community bonds within classrooms, across year groups, and with the wider academy.
Resolve Conflict	Resolve conflict through open dialogue, accountability, and support.
Repair Harm	Repair harm using restorative and reflective practice.

We expect outstanding behaviour from every student.

The role of our Academy goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. This work involves a clear partnership between Parents/Carers, students and the Academy in helping our young people become active global citizens, able to make a full contribution to society and so live a happy and successful life. Our RESPECT Policy is consistently and fairly applied and underpins effective education. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this policy.

Priority

Present. Engaged. Achieving. *Every student, every lesson, every time.*

1.3 Objectives

- ✓ To provide a knowledge rich curriculum which fulfils the needs of the individual;
- ✓ To recognise achievement and engage the students in all aspects of school life;
- ✓ To provide an orderly environment, where students and staff are mutually respectful;
- ✓ To implement rewards and sanctions fairly and without prejudice;
- ✓ To develop positive relationships with all our partners involved in the education of our students;
- ✓ To work effectively with parents/carers and the community to ensure the best possible outcomes for our students.

In a large community there is a need for a clearly understood and agreed set of expectations with regard to behaviour. The management of behaviour at our academy requires that every student takes personal responsibility and is ready to learn, by having positive behaviours for learning. We want to work in partnership with Parents/Carers to ensure their child achieves their full potential.

This policy is in line with DFE Guidance around Behaviour and discipline, which specifically states that:

- ✓ 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 paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- ✓ Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanction.
- ✓ The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.
- ✓ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- ✓ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- ✓ Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school, bringing the academy into disrepute.

- ✓ Teachers have a power to impose detention outside school hours.
- ✓ Teachers can confiscate pupils' property including mobile phones, headphones and jewellery.

1.4 Definitions

At Noel-Baker Academy, misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of the academy rules

When misbehaviour occurs, it is dealt with consistently using the sanction that the academy has in place and restorative work is undertaken to ensure that misbehaviour does not escalate.

At Noel-Baker Academy serious misbehaviour is defined as:

- Repeated breaches of the academy rules
- Any form of bullying (see Anti-bullying policy for further detail)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Child on Child abuse
- Theft
- Vandalism
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or other discriminatory behaviour

If serious misbehaviour occurs, the academy will investigate the incident fully and will treat each case individually using a balanced and proportionate approach.

1.5 Anti-bullying

At Noel-Baker Academy bullying is defined as:

The repetitive, intentional harming either physically or emotionally, of a person or group.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	<p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</p> <ul style="list-style-type: none"> • Racial • Faith-based • Sexist • Homophobic/biphobic • Transphobic • Disability-based
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, this includes harmful online challenges and hoaxes.

Further guidance can be found regarding the anti-bullying strategy in the separate Anti-Bullying Policy.

1.6 Supporting students

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues or root causes, resulting in the presenting behaviour. Staff will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate. Where it is perceived that there is a mental health concern, staff will complete a mental health and wellbeing referral and the mental health team will consult the Academy 'Mental Health Index' for specific signposting guidance to ensure the earliest of intervention.

Where a student is identified as having SEN, the academy takes action to remove barriers to learning and implement effective special educational provision. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Outside agencies may include:

- School nurse
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service/ ASK US (formally parent partnership)
- Attendance Support Team (formally EWO)
- Social Services
- Other external support such as Lunar minds, Think For The Future, Derby County Community Trust, Breakout, Build Sound minds etc...

2 Code of Conduct – Rules and Expectations

2.1 General Rules

All students are expected to follow the general rules for acceptable behaviour including:

- ✓ Arrive on time for ALL lessons during the day;
- ✓ Wear the correct uniform and follow the expected dress code; (Appendix 1)
- ✓ Students are expected to ‘pack their bags’ the night before and ensure they are equipped for their next day of learning with a pen, pencil and ruler as the minimum requirement.
- ✓ Move sensibly and quietly around the building;
- ✓ Students are expected to behave in a respectful, polite and courteous manner at all times.
- ✓ Eat at break and lunchtime only and only eat in permitted areas;
- ✓ Drink only water during lesson time and do not drink in corridors;
- ✓ Do not use mobile phones or music devices and headphones on the Academy site;
- ✓ When given books to take home, students are responsible for ensuring that they are returned to school on time and in good condition.
- ✓ Students are expected to respect the Academy environment and not litter or cause damage to the Academy sites.

2.2 Lesson Rules

All students are expected to follow the rules for acceptable behaviour during lessons including:

- ✓ Arrive on time to the classroom, enter in silence;
- ✓ Greet and be greeted by the member of staff;
- ✓ Complete the ‘Do Now’ task in silence in order to consolidate learning;
- ✓ Follow instructions – first time using SLANT;
- ✓ Listen to the person who is talking;
- ✓ Speak appropriately at all times;
- ✓ Have self-respect, respect for others and respect for all staff – STEPS;
- ✓ Respect other people’s views and their property;
- ✓ Stay focused on the learning in the lesson and complete all work;

- ✓ Use SPEAKERS when giving a verbal response;
- ✓ Follow Health and Safety guidelines for all subjects;
- ✓ Students are expected to complete self-study set and on time.
- ✓ Students are expected to complete every piece of work set to the very best of their ability;
- ✓ Students are expected to try their best, have pride in their learning and set high goals for achievement.

3 Roles and Responsibilities

The Headteacher and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the headteacher, for creating a high quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the Academy itself.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the Academy. Parents and carers are to work in partnership with the Academy in maintaining high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with the Academy at any point deemed necessary.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Students are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on Go4Schools and kept on the student's individual record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated, then the subject teacher will inform 'on call' who will become involved in dealing with the incident. This incident will be then dealt with by the Head of House and/or the Senior Leadership Team depending on the severity of the incident.

Role	Responsibilities
Form Tutors	<ul style="list-style-type: none"> • Check uniform and equipment every day. • Be the first point of contact for parents. • Consistently apply and adhere to the academy Respect policy and systems. • Monitor and address behaviour concerns as appropriate. • Monitor and address underlying concerns and root causes of presenting behaviours that may be linked to a child's mental health. • Promote positive behaviour through the rewards system.
Teaching and Non Teaching Staff	<ul style="list-style-type: none"> • Be visible during changeover and promote positive corridor conduct. • Meet and greet students at the door. • Check uniform and equipment every day. • Consistently apply and adhere to the academy Respect policy and systems. • Establish and maintain good relationships with students; exercise appropriate authority and act decisively when necessary. • Ensure seating plans promote positive behaviour. • Promote positive behaviour through the rewards system. • Regular contact with parents to create a positive partnership with the Academy. • Recognise underlying concerns and root causes of presenting behaviours that may be linked to a child's mental health. • Conduct corrective conversations when necessary
SEND Keyworker	<ul style="list-style-type: none"> • Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with SEND where those needs might affect behaviour; • Set high standards and expectations for their keyworker students. • Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour • Support corrective conversations. • Support and mentor keyworker students. • Set targets with students to support their Behaviour for Learning, where appropriate • Support pastoral team when communicating with home following behaviour incidents, where appropriate • Refer keyworker students with persistent behaviour concerns to HOH/ Pastoral/ behaviour team.
Curriculum Directors	<ul style="list-style-type: none"> • Be visible during changeover and promote positive corridor conduct. • Meet and greet students in your faculty area. • Support the faculty to deal with any behavioural issues. • Monitor behaviour incidents that take place within the faculty and follow up as appropriate. • Communicate specific behaviour concerns to Heads of House and other key staff to develop coordinated support strategies. • Communicate behaviour concerns and staff training needs via SLT link. • Harness parental support by contacting parents when issues arise. • Promote positive behaviour through the rewards system.

Pastoral team – Heads of Year/behaviour support officer	<ul style="list-style-type: none"> • Set high standards and expectations for their Year group. • Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within a Year. • Facilitate corrective conversations. • Organise and chair meetings with parents. • Provide appropriate documentation to support the Headteacher / Deputy Headteacher in making decisions on sanctions. • Monitor incidents of all natures including bullying, racist and homophobic incidents to allow them to be dealt with swiftly and appropriately. • Counsel, support and mentor vulnerable students. • Investigate behaviour incidents, including underlying concerns and root causes of presenting behaviours that may be linked to a child's mental health. • Make appropriate referrals in consultation with the mental health index. • Set targets with students to support their Behaviour for Learning. • Communicate with home following behaviour incidents. • Support staff with behaviour incidents through on call system out and lesson change. • Refer students with persistent behaviour concerns to AAHT/SLT.
Respect Centre Manager	<ul style="list-style-type: none"> • Be responsible for the smooth running of RESPECT, including the reflection rooms and detention. • Liase with external providers and offsite provision to support students where behaviour is a concern. • Plan and monitor the implementation of the behaviour curriculum. • Support staff with serious incidents through the on call system. • Carry out reintegration meetings following Internal exclusions/fixed term exclusions. • Monitor incidents beyond the HOY and CD. • Refer students with persistent behaviour concerns to AAHT/SLT.
AAHT/SLT	<ul style="list-style-type: none"> • Support middle leaders in ensuring positive behaviour is consistent. • Support staff with serious incidents through the on call system. • Carry out reintegration meetings following fixed term suspensions. • Ensure staff are provided with continuing professional development to support positive behaviour. • Monitor incidents beyond the HOY, RESPECT centre manager and middle leader. • Support the detention system, Triage and Internal Suspension • Support and deliver lessons in Next Steps. • Staff induction, development and support – including regular training for staff on behaviour;

Headteacher	<ul style="list-style-type: none"> • Reviewing this policy in conjunction with all stakeholders • Reviewing and approving this behaviour policy • Ensuring that the academy environment encourages positive behaviour • Ensuring that staff deal effectively with poor behaviour • Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils • Ensuring that all staff understand the behavioural expectations and the importance of maintaining them • Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully • Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy • Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary • Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
AGB (Governors)	<ul style="list-style-type: none"> • Visit the school and lessons to see the quality of Teaching and Learning and behaviours of the students within the Academy. • Attend the parent's forum and governors meeting to further develop the Academy. • Monitor rewards and behaviour trends. • Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour. <p>Noel-Baker Academy expects the Academy Governing Body (AGB) to provide clear guidance to its academy relating to:</p> <ul style="list-style-type: none"> • Screening and searching pupils (including identifying in the school items which are banned and which may be searched for); • The power to use reasonable force or make other physical contact; • The power to discipline beyond the school gate; • Pastoral care for school staff accused of misconduct; and • When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

3.1 Training of Staff

The Academy provides relevant up to date information and training on behaviour management strategies and matters to all groups of staff, including new and existing members. This is carried out through the induction training process to all new staff members and on a regular basis to all staff throughout the academic year.

4 Rewards and recognition

Celebrating the success of our students is essential for acknowledging the high standards, dedication, achievements, and respect they consistently demonstrate. By recognising their efforts, we inspire continued growth, foster a culture of excellence, and motivate others to follow suit. Celebrating student conduct and efforts reinforces the values of hard work, perseverance, and mutual respect, helping students feel valued and supported as they continue their educational journey. This celebration not only honours individual accomplishments but also strengthens the sense of community and pride within the school.

Students are awarded merits for their attendance, positive behaviour and conduct within the academy, as well as attending co-curricular and enrichment activities. All rewards issued are recorded on Class Charts which can be accessed by parents/carers. Academy staff are expected to issue Strive for five merits in every lesson to a minimum of 5 students. Praise postcards are for students going above and beyond. The expectation is that teaching staff issue at least one per class per lesson.

Area	Examples of Merit-Worthy Behaviour
Respect	Acts of kindness, helping others, being honest, showing integrity
Effort	Going above and beyond, sustained focus, resilience in learning
Success	Excellent work, meeting/exceeding targets, personal improvement
Pride	Maintains high standards, encourages others to take pride in being part of the NBA community.
Engagement	Active participation, good questions, contributing in class
Community	Supporting events, leading peers, positive attitude to all staff and students
Taking responsibility	Being prepared, punctual, taking ownership of actions

Examples for 'Strive for 5' merits: A student who; is polite and uses their STEPS/is an ambassador for the Academy with their high standards of behaviour. A student who; asks questions on how to develop their response further / set goals to achieve their potential / seeks opportunities to improve.

An example of 'Praise Postcard': A student who; constantly impresses staff daily with their attitude, conduct and achievement beyond expectations / develops a verbal or written response that is remarkable.

SLT do 'Merit Walks' to award spontaneous merits for outstanding behaviour in corridors or social times.

Merit Milestones: Fresh start every half term.

Total Merits	Award
25 Merits	Leader award: Letter from tutor + 1st entry into half-term prize draw
50 Merits	Excellence award: Letter from Head of Year + small prize (e.g. stationery, snack), 2nd entry into half-term prize draw
75 Merits	Achievement award: Letter from the Assistant headteacher for behaviour, 3rd entry into half-term prize draw + invite to half termly Reward Event.

100 Merits	Distinction award: Letter from the Headteacher, Lead Academy Trust + invite to termly Reward event.
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4.1 Weekly, Termly and Annual Recognition:

Weekly: Top merit earners announced in assembly.

Half termly: See Merit Milestones.

Termly: Special event for top merit achievers.

Annually: Top 5 merit earners in each year group - Recognition in assembly, invite to celebration evening and Student Leadership opportunity.

4.2 Thrive Awards

At Noel-Baker Academy, everything we do is underpinned by our belief that all of our students are ENTITLED to the very best breadth and depth of provision.

We are proud of our students and our community and are determined that students will thrive in all areas of their lives, becoming well-rounded, responsible humans who are able to contribute and shape society, whilst respecting and supporting those who live in it. Our THRIVE programme was launched in September 2023 and this has been a positive aspect of building well rounded individuals both inside and out in our local community.

5 Behaviour Curriculum

The behaviour curriculum consists of 3 areas; REFRESH, REBOOT, and our Behaviour Mentoring programme, REFINE. Each aspect of our behaviour curriculum is to ensure students understand the benefits of positive behaviour, take responsibility and are accountable for their behaviours and to provide them with practical strategies in order to self-regulate and manage their behaviour.

REFRESH is completed at the beginning of the academic year. All students are explicitly taught and modelled the behaviours expected of them. Key changes in behaviour systems or routines are communicated to students. Each lesson allows for deliberate practice to ensure students know how to get it right and allow them to be successful.

REBOOT is a targeted, supportive intervention designed for students who repeatedly struggle to meet behaviour expectations. It is intended for those who regularly receive sanctions, particularly R3s, and require additional support in making positive behaviour choices. Behaviour data is analysed, and students who have received the highest number of R3s are typically prioritised. However, inclusion in REBOOT is not solely based on R3 frequency; students may also be selected where staff believe the intervention will have a positive and meaningful impact.

Each REBOOT programme is delivered in small groups and tailored to meet the specific needs of the students involved. Sessions focus on key areas such as emotional regulation, decision-making, and accountability, with the aim of improving future behaviour and engagement in learning.

REFINE is our behaviour Mentoring programme where referrals are made by Heads of House to the Behaviour intervention manager. Students complete a questionnaire and as a result receive a score.

Students are ranked on their score and a pathway is identified for them, based specifically on their needs. Students will have 1 to 1 behaviour mentoring sessions, following either a 4 or 6 week pathway. During sessions, students are able to discuss the problems they are facing but also work with the behaviour intervention manager to understand practical solutions to support and provide them with tools to be more successful.

All students joining mid-year complete an induction programme that sets out our expectations and enables us to understand their needs, supporting a smooth and successful start at Noel-Baker Academy.

6 Behaviour management

At Noel-Baker students are expected to demonstrate positive behaviour at all times, this is achieved through the high standards and expectations set by the academy fostering mutual respect between all stakeholders.

6.1 Categorisation

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list.

Lateness Arriving late for the start of the Academy day or late to lessons.	Disruption For example: <ul style="list-style-type: none">✗ Talking or chatting. Not listening;✗ Refusing to work / producing an inadequate work✗ Shouting out;✗ Inappropriate language;✗ Using a mobile phone✗ Chewing, eating or drinking,✗ Preventing others from learning (making disruptive noises, tapping, throwing things, wandering around the room)	Lack of Equipment Failing to bring basic equipment to school, for example: <ul style="list-style-type: none">• A strong sensible bag• Pen, pencil and a ruler, rubber and/or highlighter Failing to complete self-study (homework).
Non-compliance For example: <ul style="list-style-type: none">✗ Talking over a teacher;✗ Answering back✗ Not following instructions;✗ Being rude;✗ Arguing with a teacher;✗ Not wearing correct uniform;✗ Walking out of lesson	Damage to Property For example: <ul style="list-style-type: none">✗ Deliberate misuse or damage to the property of another student or a member of staff;✗ Deliberate damage to Academy buildings, fittings or equipment;✗ Vandalism.	Uniform / Jewellery For example: <ul style="list-style-type: none">✗ Failure to wear the correct uniform.✗ Wearing jewellery other than that permitted as set out in the Student Planner/Uniform Expectations.

Litter Dropping litter within the building or anywhere on the Academy site.	Swearing Using unacceptable language particularly when directed at another student or staff member.	Bullying – All types for example: For example: <ul style="list-style-type: none">✗ Cyber / online bullying;✗ Physical bullying;✗ Verbal bullying✗ Threatening behaviour
EDI incident Using racially offensive language or gestures, particularly towards a student or staff member.	Theft Taking an item without permission from the owner.	Smoking Smoking or carrying materials on the Academy site, whilst in Academy uniform, travelling to or from school/on visit
Drinking Drinking or in possession of alcohol on the Academy site, whilst in Academy uniform, travelling to or from school or on an Academy visit or activity.	Drugs Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from school/ on a visit. Any involvement with illegal drugs	Offensive Weapons Carrying any offensive weapon on the Academy site, whilst in Academy uniform, travelling to or from school or on an Academy visit or activity.
Verbal Assault Any outburst of aggressive, violent or threatening language directed at a student or staff member.	Physical Assault Any physical, aggressive or violent attack against another student or staff member including fighting between students	Sexual assault An act in which one intentionally sexually touches another person without that person's consent, or coerces or physically forces a person to engage in any sexual activity.
Sexual harassment The use of explicit or implicit sexual overtones , including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault.	The use of derogatory language For example: <ul style="list-style-type: none">✗ expressing a low opinion of someone or something;✗ showing a lack of respect for someone or something.	Any other extreme behaviours including inciting others to extreme behaviours

6.2 Behaviour Protocols

Noel-Baker Academy is committed to high standards of behaviour in the Academy and in our community. We are committed to 'LEAD-ing students to a bright future'.

Noel-Baker Academy expects outstanding behaviour from every student. Our aim is to promote positive behaviour and to avoid the need for sanctions and exclusions. Positive behaviours lead to positive and secure relationships which in turn support:

- Teaching and learning (behaviour for learning)
- Academic success (attainment and achievement)
- Personal, social and moral development (feeling secure and a sense of belonging)

Consequences are there to remind students that they have made a poor choice by breaking the rules or behaving in an unacceptable way. Our expectations are very clear; "It's our right to teach" and "the student's right to learn". Consequences will be issued fairly and consistently. If students are in any way disrupting the learning of themselves or others, they will be issued with a consequence.

At Noel-Baker Academy, we use a consistent and supportive behaviour response system designed to maintain a calm and focused learning environment. The system follows a clear three-step process: Remind, Rectify, Resolve (R1–R3). Each step ensures that students are given opportunities to reflect on and amend their behaviour before further action is taken.

R1 – Remind – Build relationships:

When a student displays low-level or disruptive behaviour, the staff member begins with a quiet, calm, and concise check-in with the student. This is a non-confrontational and discreet reminder intended to redirect the student's behaviour; the student's name is not written on the board. The intention is to preserve the student's dignity and maintain positive pupil-teacher relationships. The incident is recorded immediately on Class Charts for consistency and monitoring purposes.

R2 – Rectify – Strengthen communities:

If the disruptive behaviour continues or escalates to a more significant level, the staff member issues a formal warning (R2). The student is clearly informed of the reason for the R2, and their name is written on the board as a visible reminder. This serves as a second chance to correct behaviour. The R2 is also logged straight away on Class Charts.

R3 – Resolve – Resolve conflict:

Should the student fail to respond to the R2 warning and continues to disrupt learning, an R3 is issued. The staff member keeps the student's name on the board and logs the incident on Class Charts immediately. The student is then removed from the lesson and sent to NBA Patrol, who are notified

straight away. An R3 provides an opportunity for the issue to be resolved while ensuring the rest of the class can continue learning without further disruption.

Students can be issued an R3 without first receiving an R1/R2 where serious breaches of the RESPECT Policy have occurred e.g. for high level disruption, dangerous behaviour, verbal abuse of another student or teacher.

When a student is removed from a lesson on an R3, they go to the RESPECT Centre with pace and purpose. Students may be escorted if there is any doubt they will arrive there in a timely manner or with compliance.

When the student arrives at the RESPECT Centre, they will be greeted by Triage and the following steps will occur:

- If Triage staff are working with another student, the student waits quietly until called.
- The student approaches triage desk when asked.
- Triage staff speak with the student about the behaviour that led to the R3, consult behaviour log on Class Charts and refer to tiered sanction guidance.
- The appropriate sanction is explained clearly, including the reasons for the decision.
- The student's conduct in Triage and during transition is considered when awarding the sanction; non-compliance or failure to meet expectations will lead to escalation.
- Triage staff log the **isolation, detention** and **restorative practice** on Class Charts in consultation with tiered sanctions guidance. This is visible to parents and all RESPECT staff.
- The student hands their phone in and triage staff place in phone storage within the locked drawer. Triage staff give the student the number of the pocket where phone has been placed.
- Triage staff communicate to the pastoral hive staff via radio and on confirmation, triage staff let student through the doors into RESPECT Centre.
- The student is supported in getting to the **Pastoral Hive or Internal Suspension**, where they are registered, complete their sanction and engage in restorative practice (Pastoral Hive) and curriculum work (Internal Suspension).

At Noel-Baker Academy, we believe one size does not fit all—certainty of consequence is more important than severity. Triage provides an opportunity to apply sanctions that are reasonable and reflective of the student's behaviour. Sanctions are fairly and consistently applied following the tiered sanction guidance.

When in triage, students are issued with a period of isolation, a detention (varying in length depending on the severity of behaviour – 15, 30, 45 minutes) and one or more restorative practices. Students' complete detention under the supervision of a senior leader.

6.3 Restorative Practice

Noel-Baker Academy uses restorative and reflective practices to support the aims of our RESPECT Policy; build relationships, strengthen communities, resolve conflict, and repair harm. There is a focus on understanding and accountability rather than punishment alone. While traditional sanctions like detentions and suspensions have their place, we also recognise the need to address the root causes of behaviour. Restorative practice encourages students to reflect on their actions, consider how others were affected, and take responsibility. This helps prevent repeat behaviour and supports students' emotional and social development. By promoting empathy, communication, and repair, restorative practice strengthens our school community and prepares students to be respectful, responsible individuals—both in school and beyond.

Restorative Practices may include, but are not limited to:

- Restorative note – Completed independently with support from the pastoral team.
- Reflection sheet – Completed independently with support from the pastoral team.
- Truancy reflection sheet - Completed independently with support from the pastoral team.
- Corrective Conversation with staff member – Completed by staff issuing R3, supported by pastoral team if requested.
- Restorative conversation with student – Supported by pastoral team.
- Restorative circle – Conducted by a member of the pastoral team, small groups.
- Repair and Rebuild - Conducted by a member of the pastoral or attendance team, 121.
- Restorative Contract Agreement – Conducted by Respect Centre Manager /AHT/DHT/ link SLT.
- Conflict- Resolution circle - Conducted by a member of the pastoral team, small groups.
- Restorative parent meeting - Conducted by Respect Centre Manager /AHT/DHT/ link SLT.
- Reintegration meeting - Conducted by Respect Centre Manager/AHT/DHT/ link SLT.

6.4 Pastoral Hive - Consequence system

The Pastoral Hive operates a three-warning system to support behaviour regulation and engagement. Warnings are issued for disruption, persistent refusal to follow instructions, or general non-compliance. If a student receives three warnings and fails to correct their behaviour, they are issued a booked sanction in Internal Suspension and are required to remain in the Academy until 4:00pm.

6.5 Internal Suspension – Consequence System

Internal Suspension may be used in response to serious or repeated breaches of the **RESPECT Policy**. Where deemed appropriate by Triage staff, a student may be placed in Internal Suspension. If a student continues to breach expectations while in the Pastoral Hive, they may also be escalated to Internal Suspension.

Students placed in Internal Suspension will remain on site until **3:30pm**. Where further sanctions are required, a **booked Internal Suspension** may be issued for the following school day. In such cases, students are expected to attend from **9:00am to 3:30pm**, and must not arrive on site before 8:45am.

Internal Suspension operates a four-warning system to ensure a structured and calm working environment. Warnings are issued for disruption, persistent refusal to follow instructions, or general non-compliance. Upon receiving a fourth warning, the student is moved to an isolation booth within the Internal Suspension space. If behaviour does not improve following this intervention, the student may be issued a formal suspension from the Academy.

6.6 Recognising the Impact of SEND on Behaviour

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.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- 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 autism
- Use of the sensory room/ HUB where pupils can regulate their emotions during a moment of sensory overload

7 Detentions

Detention serves as a sanction for poor behaviour that contradicts our core values and RESPECT policy. It offers an opportunity to both teach and correct student behaviour in alignment with our expectations. Ensuring consistent enforcement of consequences allows us to guide students towards better behaviour and self-awareness.

When a student receives an R3 during a lesson, they are required to attend a same-day detention. Parents and carers are notified via Class Charts. Failure to attend the detention without a valid reason will result in an automatic escalation the following day. Repeated non-attendance will lead to further sanctions, which may include a booked sanction in Internal Suspension. Valid reasons for absence must be supported by evidence (e.g. a prior medical appointment confirmed by a parent/carer).

What the Law Allows:

Teachers have the power to issue detention to students (aged under 18). The behaviour team including the Behaviour Intervention Manager, Assistant Headteacher, Deputy Headteacher and Headteacher issue detentions in line with the behaviour policy.

The times outside normal academy/school hours when detention can be given include:

- ✓ any academy/school day where the student does not have permission to be absent;
- ✓ weekends - except the weekend preceding or following the half term break; and
- ✓ non-teaching days; usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Note: Parental consent is not required prior to the implementation of a detentions.

As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.

Staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside academy/school hours is reasonable, staff issuing the detention should consider the following points:

- ✓ Whether the detention is likely to put the student at risk.
- ✓ Whether the student has known caring responsibilities, which mean that the detention is unreasonable.
- ✓ Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short period after academy/school detention where the student can return home safely.
- ✓ Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

8 Internal Suspension /Off-site direction / Alternative provision

A tiered approach is applied to behaviour and Internal Suspension in the RESPECT Centre. This could mean a student working in Internal Exclusion for up to a 5-day period with key senior staff.

Off-site direction may also take place in another Academy setting to allow respite for the student and enable them to reflect on their behaviour. All partner Academies ensure the health and safety of students and will meet all requirements in relation to safeguarding and student welfare when using this measure. If the Academy decides to take this approach all parties will be informed to enable the provision to be a success. Relevant documentation and attendance records are updated daily.

Staff will ensure that students remain in Internal Suspension only for as long as necessary, and that this time is used purposefully and constructively.

Students are expected to complete subject-specific work aligned with their normal timetable, primarily through Seneca Learning. From 3:05pm to 3:30pm, students engage in appropriate Restorative Practice activities, supporting reflection and reintegration following the incident that led to their isolation.

9 Suspensions / Permanent exclusion

The Academy follows statutory guidance by the Department for Education. There are two types of academy exclusion:

- ✓ fixed term suspension for a maximum of 45 days per academic year;
- ✓ permanent exclusion where a student may not return to the academy;

Exclusion whether fixed term or permanent, is the most serious sanction. (Refer to the L.E.A.D. Academy Trust Suspension and Permanent Exclusions Policy for further guidance.)

The recommended procedures are followed for:

- ✓ fixed term suspension under 5 days
- ✓ fixed term suspension over 5 days;
- ✓ fixed term suspension at lunchtimes;
- ✓ Last chance managed move / permanent exclusion as a last resort.

Dependent upon individual circumstances, any form of poor behaviour could ultimately result in a managed move or permanent exclusion. This sanction could be for behaviour within the Academy, off site at another school (while in off-site provision or on a managed move) or for bringing the Academy into disrepute while in the community.

At Noel- Baker Academy we will do our very best to support the students during every stage of the disciplinary process, to enable students to adopt standards of behaviour which support the core purpose of the Academy: Teaching and Learning.

The full support of students and their parents/carers is expected at every stage to avoid any student becoming permanently excluded.

Students are at risk of either fixed term suspension or permanent exclusion if they:

- use physical/verbal aggression or bully other members of academy or local communities;
- persistently ignore any aspect of the Respect policy on or off site;
- act in a manner which endangers the health and safety of students;
- persistently disrupt teachers' teaching and students' learning;
- act in a disrespectful manner towards staff.

The suspension of a student is a very serious matter. It is not a step which we take lightly and it is the consequence of a serious breach of this Policy.

Each and every situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation. When considering suspending a student, schools should consider any contributing factors that are identified after an incident of poor behaviour has occurred, which could include where the pupil has mental health problems.

Where appropriate, we will consider if action can be taken to address underlying causes of disruptive behaviour before issuing an exclusion. In doing so, if a child has SEN or a disability and/or is a Looked After Child, there are additional requirements and expectations of them as set out in the relevant legislation and statutory guidance. Permanent exclusion, for example, needs to be very much a last

resort. However, in all cases, schools must balance the interests of the pupil against of the mental and physical health of the whole school community.

10 Behaviour Panels

The Academy will conduct Behaviour Panels where a student has failed to comply with expectations and this Policy, despite intervention.

Students will attend Behaviour Panels with their parents/carer, or another responsible adult if their parent/carer is unable to attend. The Panel will be made up of members of the Senior Leadership team and where appropriate an AGB or Trust representative.

The Behaviour Panel will undertake an interview with the student/s and the parents/carers which will focus on: the seriousness of the situation: academy expectations: areas of concern and a commitment to the Academy's Behaviour Policy and the Code of Conduct.

Behaviour panel meetings will be minuted and a copy of the notes placed on the student file.

The police will be present in specific meetings to support with incidents that the Academy feel it is appropriate for them to be present and have involvement. In some situations where there may be ongoing issues with key students or there has been a physical altercation / bullying incident an ABC contract will be implemented. This will involve the school, students, parents and the police.

11 Most serious behaviour incidents

Further guidance is provided below in relation to the position of Noel-Baker Academy in response to the most serious behaviour incidents.

11.1 Child-on-child abuse

Keeping Children Safe in Education defines child-on-child abuse as most likely to include but not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour

Preventing child-on-child abuse

There is a whole academy approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole academy approach to safeguarding. The academy will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of academy life. (Refer to the L.E.A.D Academy Trust Safeguarding and Child Protection Policy for further guidance.)

11.2 Violence and physical assault

Noel-Baker Academy takes any act of violence or physical assault, whether by a student upon a peer or by a student upon a member of staff exceptionally seriously. Consequently, the response to such behaviours is reflected in the consequence issued:

- Violence against another student, school response – Internal Exclusion / off site Internal exclusion / fixed term suspension / permanent exclusion;
- Extreme or repeated act(s) against another student(s), school response – fixed term suspension / permanent exclusion;
- Violence against a member of staff – Permanent exclusion;
- Any act of physical aggression will result in a potential suspension dependent on the circumstances; the advice is to walk away and seek help from a member of staff immediately;

All incidences of violence or assault will trigger our local community police officer being involved to work with all parties concerned.

11.3 Sexual assault / harassment and sexually offensive behaviour, including EDI (equality, diversity and inclusion) incidents

Noel-Baker Academy takes any act of sexual violence or assault exceptionally seriously. Consequently, the response to such behaviours is reflected in the consequence issued of a fixed term suspension/ permanent exclusion depending on the specific details of the incident.

11.4 Bullying

Bullying is repeated, intentional behaviour that is intended to hurt or humiliate another person. (A fuller definition can be found in the Noel-Baker Academy Anti-Bullying Policy.) Noel-Baker Academy takes bullying exceptionally seriously due to the harm that this may have upon an individual and the disruption it may cause to the wider school population. Consequently, the response to such behaviours is reflected in the consequence issued of an internal suspension/ fixed term suspension/ permanent exclusion depending on the specific details of the incidents and degree of harm.

An outline of guidance is set out below:

- Students should report bullying incidents to a member of staff, Anti Bullying Ambassadors or someone who they can trust.
- Our Sharp system on our website can also be used to effectively report bullying if students do not want to report this face to face.
- Parents reporting any bullying incidents must contact the school either face to face or via email (communicating with the form tutor in the first instance or if it is repetitive to the pastoral team or safeguarding team).
- In cases of bullying, the incidents will be recorded by staff on the bullying log (forms document) and the safeguarding team will log this on MyConcern. Incidents of bullying will be addressed initially by the students Head of House, followed by SLT if the incident is not then resolved. This is dependent on the severity of the incident and may well be deemed appropriate to be dealt with by the Assistant Headteacher, Deputy Headteacher or Headteacher.
- Form tutors will play a key role in checking in on victims following the incident. This will be communicated by the safeguarding team to effectively monitor the situation.
- In cases of bullying, parents of the victim and perpetrator will be contacted and will as necessary be asked to come in to school for a meeting to discuss the concerns.
- Our Anti-Bullying Ambassadors will play a key role with any instances of of bullying by supporting the victim with check ins after the event. In addition, panel meetings will take place to discuss with the perpetrator the incident and ways to prevent further incidents occurring.
- Appropriate feedback will be given to parents reporting bullying in a timely manner to provide as much information as possible.
- The academy accepts that any child could display bullying behaviour, and our approach is to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

11.5 Drugs and tobacco:

Noel-Baker Academy takes the possession and/or distribution of drugs, alcohol, tobacco and vaping materials exceptionally seriously due both to the legal position and high risk of harm to individuals and the wider school population. Consequently, the response to such behaviours is reflected in the consequence issued:

- being in possession of tobacco or cigarettes, any involvement with tobacco or cigarettes on the journey to and from or within academies/schools, or a academy/school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances – internal / fixed term suspension.
- being in possession of intoxicating liquor or alcohol, any involvement with alcohol on the journey to and from school, within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances – fixed term suspension/ permanent exclusion.
- being in possession of illegal drugs on the journey to and from the academy, in the academy, on an academy activity, or on academy transport including buying, selling, distributing, carrying for others or any involvement with illegal substances – permanent exclusion.

11.6 Fire related incidents

Noel-Baker Academy takes those incidents that place others at significant risk of harm exceptionally seriously. Consequently, the response to such behaviours is reflected in the consequence issued:

- tampering with fire safety equipment (including fire-extinguishers) – internal / fixed term suspension.

- activating the fire alarm (where there is no evidence of fire) leading to a whole or partial school evacuation – fixed term suspension/ permanent exclusion.
- setting material alight on the school grounds/ arson – permanent exclusion.

11.7 Possession of a weapon (or replica)

Noel-Baker Academy takes the possession bladed weapon or fire-arm (including replicas) exceptionally seriously due both to the legal position and high risk of harm to individuals and the wider school population. The headteacher will always alert and seek the support of the Police in relation to any weapon brought on site and any allegation that a student was in possession of a weapon whilst travelling to- and from school. In addition, where there is reasonable belief that such behaviour has taken place this will result in a permanent exclusion being issued.

11.8 Vandalism and theft

Acts of vandalism and/or theft undermine trust within the academy and can seriously disrupt normal activity. The headteacher will routinely share information with the Police in relation to acts of theft or criminal damage. In addition, Noel-Baker Academy will respond to incidents with Internal Suspension / off site direction / fixed term suspension / permanent exclusion depending on the severity of the incident and also any danger caused to others.

11.10 Mobile Phone

Use of a mobile device phone to record, post on the internet and/or exhibit clips of staff or other students can be exceptionally disruptive to normal school activity. This is particularly damaging when this relates to video footage of ‘happy slapping’, unwanted attention and/or violence towards another person. Consequently, the use of mobile phones to record others will lead to a period of Internal Suspension / Off site Direction / fixed term suspension. Should footage bring the school into disrepute, a permanent exclusion will be considered in response.

12 Power to search and confiscation

Noel-Baker Academy operates within the two sets of legal provisions which enable the academy staff to confiscate items from students.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “**prohibited items**” including:

- knives and weapons;
- alcohol / illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- Vapes and/or related items;

- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property of, any person including the pupil.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. An example of items includes any item banned by the school rules.

If a student refuses to cooperate, the member of staff may sanction the pupil in line with the school's Respect policy, ensuring that they are responding to misbehaviour consistently and fairly.

If a student continues to refuse to cooperate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any of the prohibited items, identified above, but not to search for items which are identified only in the school rules.

Following the confiscation of weapons and other items it is for Noel-Baker staff to decide if, and when to return a confiscated item. Knives, controlled drugs and extreme or child pornography must always be handed over to the police.

Any search by a member of staff for a prohibited item (listed above) will be reported on the Academy's safeguarding reporting system, including whether an item is found or not. Parents will be informed if a search for prohibited items is conducted.

An appropriate location for a search will be found and will be conducted away from other students. The staff conducting the search will be of the same sex as the student being searched. There will be another member of staff present as a witness to the search.

A member of staff can search a student of the opposite sex and/or with or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex of the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

If a search is carried out without a witness, the member of staff who conducted the search will immediately report this to another member of staff and ensure a record of the search is kept.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Staff conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers, bags. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is risk that serious harm will be caused to a person if the

search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

13 Power to Use Reasonable Force

In English law, 'reasonable force' is the level of force that is necessary and proportionate to the circumstances, such as preventing a greater injury or harm, protecting oneself or others, or preventing criminal activity. There is no specific definition as what is considered 'reasonable' as it is dependent upon the specific circumstances of any given situation.

In line with Department for Education guidance, academy 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.

In addition, the Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

In certain circumstances academy staff may use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. However, this can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Noel-Baker staff will always try to avoid acting in a way that might cause injury, but in infrequent cases it may not always be possible to avoid injuring the student. If this happens it should not necessarily be seen as malpractice but as an unfortunate outcome of keeping students safe and others.

Noel-Baker Academy will not use force as a punishment; it is always unlawful to use force as a punishment.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. A record of any physical restraint will be recorded using the 'Physical Restraint form' (see Appendix) and retained by the academy.

14 Legislative Framework

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education September 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice - 2024](#)

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and antibullying strategy

15 Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Analysis of data
- The AGB, via the SEND Link Governor, annually reviewing progress made and the effectiveness of the policy in their academy
- Trust Board scrutiny of suspension and exclusion data
- Quality Assurance (QA) visits made by Directors of Schools.

Appendix 1 – Noel Baker Academy Rules

Noel-Baker Academy operates a culture built upon mutual respect. Everything we do links directly to our core principles of Leadership, Empowerment, Achievement and Drive. At Noel-Baker we are always polite and courteous. We say 'Sir' and 'Miss' to all staff. We say 'please' and 'thank you' and 'excuse me'. We smile when we greet people and we say 'good morning' or 'good afternoon'. At the start of all our lessons we say 'Good morning Year 7' and our students respond with 'Good morning Mrs Sargent' addressing the staff member themselves. Our lessons end with 'Good morning and thank you Year 7. I look forward to seeing you next lesson' and our students respond by saying 'Good morning and thank you'

At Noel-Baker Academy teachers and students work collectively together to ensure the very best. All students know what they must do and that our expectations are of the highest standard.

At Noel-Baker we celebrate success for students making the right behaviour choices and we take action to remind students of the consequences of the wrong choices.

At Noel-Baker we are consistent in the way that we tackle instances where students have made the wrong choices, this is because we want our students to be the very best they can be. We will teach students to break their bad habits and learn new empowering habits which will make them successful in school and life beyond school.

Noel-Baker Academy teachers care and want the very best for each and every student who attends the Academy. That is why we will be firm but fair. Every time a teacher gives a consequence or a detention, they are reminding students of the behaviours we expect and the behaviours that we can't allow students to display. This is why we tackle poor habits and students who make the wrong choices such as disruption, laziness, rudeness, excuse-making, sulking, and feeling sorry for themselves. We want to help students to grow up into mature, responsible and successful adults.

As part of this we insist that everyone at Noel-Baker looks out for each other. If someone is in need of help then we help and support them, if students hear someone being unkind or unpleasant we expect them to tell the nearest teacher and support the student. If someone drops something we expect students to help them pick it up.

At Noel-Baker we work hard, try our very best and are kind to one another.

At Noel-Baker we expect everyone to do the following at all times:

S.T.E.P.S

1. Sir or Miss - every time
2. Thank you - every time
3. Excuse me - every time
4. Please - every time
5. Smile - every time

Sir or Miss

Students always refer to staff as Sir or Miss. It's a sign of respect and is polite and courteous. Students habitually end their sentences by saying Miss or Sir when talking to teachers. All teachers will treat all students with respect and be extremely polite. This is a partnership involving mutual respect between teachers and students.

Thank you

At Noel-Baker Academy we hold doors open for one another, we let people pass in front of us, we don't barge past one another. We queue for lunch politely and efficiently, in single file. We line up to enter classes, we never talk when lining up, we greet each other and we thank each other for the lesson at the end. We know every single second counts and learning is vital to our education. These are all signs of mutual respect. Noel Baker Academy is built upon teachers and pupils treating each other with respect. We are one team working together to achieve the same goal.

Excuse me

At Noel-Baker Academy our students know that manners cost nothing. We never push past or interrupt people. If we want to get past, we say "Excuse me!" very politely. Similarly, if we want to talk to somebody, a teacher for example, we say, "Excuse me. Do you have a minute? Could you help me with something?" We don't take others for granted. We are polite.

We are especially polite and respectful in corridors, on the stairs and when queuing. We do what we have to do very smoothly and efficiently. We are polite to our peers, to all members of staff and visitors of the Academy, this includes the site staff, canteen and cleaning staff, **there are no exceptions.**

Please

Noel Baker Academy students and teachers show an "attitude of gratitude" every day and in every interaction they have. We say Sir/Miss, thank you, excuse me and please very naturally. This is part of everyday life at Noel Baker Academy and will empower good habits for later life.

Smile

We always smile and say good morning or good afternoon. We are polite and and courteous at all times. When we greet somebody we smile, when a teacher says hello, good morning or good afternoon to us in the corridor we reply with an upbeat, "Hello Miss!" or "Morning Sir!" and we smile. We are professional.

SPEAKERS

At Noel-Baker Academy we are SPEAKERS. We SHARE our ideas, PROJECT our voices, EVIDENCE our point and can ADD another viewpoint. We use KEY vocabulary and EXTEND our responses, we REHEARSE and SUMMARISE.

Mobile phones and devices

Students at Noel-Baker are not allowed mobile phones, or any other form of electronic device to reduce the risk of distraction, disruption, bullying and abuse. If a student's mobile phone is seen or heard anywhere on the school site, it will be immediately confiscated and taken to reception.

Parents/carers will be contacted to inform them of the mobile phone being confiscated. All mobile phones that are confiscated must be collected by parents/carers. We will keep any confiscated items until they are collected by parents/carers. By sending your child to Noel- Baker Academy you agree to abide by this.

Families should ensure that any electronic devices, including mobile phones, are left at home. This is the only certain way to avoid any risk of confiscation.

The Headteacher has authorised all members of SLT/ Pastoral team to carry out searches for and of electronic devices and the deletion of data/files on those devices. Members of staff (other than those listed) cannot be required to carry out such searches.

2.10 In the classroom - SLANT

Sit up straight

Listen carefully

Ask and answer questions

Never interrupt

Track the teacher

At Noel-Baker we S.L.A.N.T in every lesson and every assembly. This is a key habit that will help students to succeed in school and in life. When students S.L.A.N.T they learn more, they remember more, they develop more self-control and they demonstrate that they are polite young people who demonstrate respect towards their teachers and their peers. We speak to one another politely at all times using S.T.E.P.S.

Sit up straight

At Noel-Baker we sit up straight at all times and we never slouch. Teachers have a seating plan and students sit in the seat they have been allocated, this is for students benefit and is non negotiable. Teachers will say: "3,2,1 SLANT!" Everyone will focus with their eyes looking at the teacher and listen carefully to all instructions. Students will follow their instructions first time, every time. The same rules apply to all, are fair to all, **there are no exceptions**.

Listen carefully

At Noel-Baker we listen intently to every single instruction given by staff. We don't start to work or pick up pens, pencils, rulers, or anything else, until a teacher has given student the signal to do so.

Ask and answer questions

At Noel-Baker when we ask and answer questions we always put our hands straight up in the air and wait for the teacher to respond, unless a teacher directs a question at someone. Calling out is never permitted.

If students are confused, or unsure what to do, they must let the teacher finish what they are saying and then put up their hand up to ask a question.

When asking questions students will speak confidently and project their voices so that they can be heard. Students at Noel-Baker will never be scared to ask a question. Being inquisitive is vital, the more questions you ask the more you learn.

Never interrupt

At Noel-Baker the teachers are the experts. Students never interrupt teachers when they are talking. If students are confused, or unsure what to do they let the teacher finish what they are saying and then put up their hand to ask a question.^[1] If students call out during a lesson, there will be a consequence as they are disrupting the teaching and learning of the class. If you are removed from the lesson this is due to persistent disruption to learning, you may think this is unfair, however the teacher's decision is final. Never answer back.

Track the teacher

At Noel-Baker students are expected to keep their eyes on the teacher whenever he or she is talking. Students never turn around – even if they hear a noise behind them. We don't lose focus. Students must concentrate on what the teacher is saying at all times and engage fully in the task set. If someone tries to distract a student, they must ignore them and refocus on the task set. Students are expected to track the speaker, where other students may ask or answer questions.

2.11 The beginning and end of lessons

It is essential that students make their way very calmly, smoothly and efficiently between lessons. At Noel-Baker all students are expected to walk between lessons using the appropriate stairs/corridors, this is not a time for conversation, students can chat to their peers in the playground in the morning, break time and lunch time. When arriving to lessons, students will meet and greet the teacher and will enter the classroom in silence. The lesson will begin with a 'Do Now' task which will be completed in silence and last no more than 10 minutes.

Throughout the lesson students will take pride in their work and will follow our presentation expectations to keep their work neat and tidy.

At the end of each lesson students complete an exit task, students will stand behind their chairs in silence, the teacher will thank the students for the lesson and the students will reciprocate this. The teacher will use the last five minutes of each lesson to pack away, ask questions, and get students ready to transition to the next lesson. Teachers will inform the students who has been rewarded with strive for 5 merits and extraordinary praise postcard. This will be consistent in every lesson.

When packing away students will not talk, will remain focused on the task of packing away and then track the teacher. S.L.A.N.T will be a key focus at the end of the lesson as this will be a time for consolidation of learning to demonstrate progress within the lesson. Teachers will dismiss classes row by row.

At Noel-Baker students are not permitted to go to the toilet in lesson time (unless they have valid pass). The toilets are open at break time and at lunch time. Students should not go to the toilet in the last five minutes of break or lunch time to ensure that they do not miss any lesson time. Staff members can use their discretion to allow students to go to the toilet within lesson time but this must be recorded in the planner to be shown on the corridor.

2.12 Outside of school misbehaviour

Outside of school students still represent Noel-Baker Academy. Students are expected to think about how their actions reflect on them, their parents/carers and the Academy. Sanctions may be applied where a student has misbehaved when representing the Academy. This means misbehaviour when the student is taking part in any Academy organised or academy related activity, travelling to and from the Academy, wearing Academy uniform and in any other way identifiable as a student of the Academy.

2.13 After school

Students in our uniform are representing Noel-Baker Academy. If the Academy hears of inappropriate or disrespectful behaviour outside of school, we will sanction the students concerned. Our code of conduct both inside and outside of the Academy is the same and we expect this to be adhered to.

We expect students to be polite and courteous to the general public, bus drivers and shopkeepers. At the end of the school day students should go straight home and not loiter around the Academy grounds unless they are attending co-curricular activity.

2.14 At home

Self-Study is set to consolidate and review learning and to discover new subject knowledge. Self-study must take priority over any hobbies students may have. When students do self-study they should keep away from their phone or any devices that might distract them, find a quiet place to work where they can focus and concentrate. At Noel Baker we will not accept excuses such as "I forgot" or "I slept in" as a reason for incomplete or missing homework.

2.15 The internet and social media

Students must not be unkind about other students or other people on social media. Students must be polite and kind online, just the same as when in school. If students are bullying, rude, or disrespectful online, they may be sanctioned in the same way as if it had taken place in the Academy. The Academy may issue behaviour sanctions to students for online misbehaviour when it posed a threat or causes harm to another student, it could have repercussions for the orderly running of the Academy, it adversely affects the reputation of the Academy or the student is identifiable as a member of the Academy.

2.16 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the Academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the Academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, SLT/pastoral team will make the report.

The Academy will not interfere with any police action taken. However, the Academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

2.17 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Academy will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

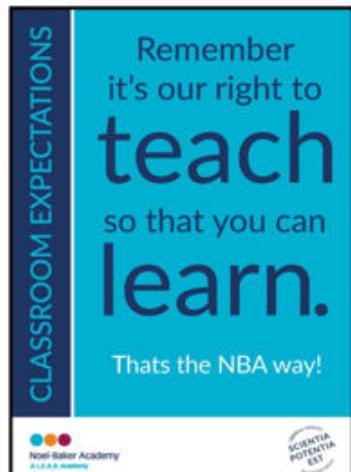
Appendix 2 – Rewards and consequences

Support and Consequences



Support and consequences will be given for any behaviour that:

- Disrupts your learning
- Disrupts the learning of others
- Prevents your teacher from teaching



Classroom Expectations

Support and consequences for not following the RESPECT policy:

Build Relationships	R1 Remind	If you disrupt learning, your teacher will check-in with you to see if you're ok and to find out if you need any support.
Strengthen Communities	R2 Rectify	If you disrupt AGAIN, your teacher will issue a warning to prevent further disruption to the learning community.
Resolve Conflict	R3 Resolve	If you disrupt AGAIN, you will be removed from the lesson so that learning can continue. You will have the opportunity to be successful in RESPECT.
Repair Harm	Sanction and Restorative Practice	You will receive a reasonable and fair sanction, and you'll have the opportunity to reflect on what went wrong in RESPECT using restorative practices.

RESPECT Policy – Priorities

PRESENT. ENGAGED. ACHIEVING.

Every student, every lesson, every time.

POSITIVITY VISIBILITY ROUTINES

Tiered Sanctions

'Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs.' Improving Behaviour in Schools, EEF 2019.

At Noel-Baker Academy, we believe that one size does not fit all - certainty of consequence is more important than severity. Triage provides an opportunity to apply sanctions that are reasonable and reflective of the student's behaviour. Sanctions are fairly and consistently awarded following tiered sanction guidance.

When students have received an R3, they will receive a period of time in isolation, one or more restorative practices and a detention. Periods of isolation range from a return to next lesson through to a full day's isolation in Internal Suspension until 4pm. Detentions range from between 15 and 55 minutes.

Students are required to engage in at least one restorative practice, with additional sessions assigned if appropriate. Restorative practise will be logged as part of our 'Menu of Interventions'.

Students must attend RESPECT without displaying refusal or non-compliant behaviour. Failure to do so will result in:

- Placement in the Hive until after social time (break if during periods 1/2, lunch if during periods 3/4), or longer if deemed necessary.
- An escalation in detention time if the incident occurs after lunch.
- Internal Suspension if necessary.

If a student's behaviour within RESPECT does not meet expectations, they will be required to complete a booked sanction in Internal Suspension.

While some students may require reasonable adjustments due to identified SEND needs, these will be applied with care and in a limited manner, as the existing tiered sanctions framework is already designed to be individualised, inclusive, and flexible to meet a range of needs.

Triage staff may adjust sanctions based on their knowledge of the student to ensure the most effective and constructive outcome.

Attendance Rewards

Tier One Reward- 1 point:

100% attendance for a week. Names to be displayed on TVs around the academy.

Tier Two Reward- 2 points:

The highest form in each house wins fast passes for the following week. These forms will be celebrated in assembly.

Tier Three rewards- 5 points:

For all 100% attenders for each half term the student will receive a postcard emailed home congratulating them on their attendance achievement. There will also be prizes for each pupil who achieves this.

Tier Four rewards – 10 points:

100% attendance for each term. Every student will receive a certificate and a letter sent home from the Senior Leadership Team.

Tier Five rewards – 25 points:

100% attendance for the whole academic year. Students to receive a certificate, attendance star and a letter home from the Headteacher. The attendance star will be a tiered approach.

All reward points will be added to Class Charts and celebrated through our social media.

THRIVE

At Noel-Baker Academy, everything we do is underpinned by our belief that all of our students are ENTITLED to the very best breadth and depth of provision.

We are proud of our students and our community and are determined that students will thrive in all areas of their lives, becoming well-rounded, responsible beings who are able to contribute and shape society, whilst respecting and supporting those who live in it.

THRIVE is an acronym that includes the following six core characteristics:

Teamwork . Honesty . Responsibility . Integrity . Versatility. Extraordinary

Teamwork - Teamwork teaches students how to respectfully and confidently express their ideas and opinions effectively in a group setting. There are very few career paths that operate in isolation. As an employee in almost any industry, people are required to work closely with others. That's why employers prefer to hire people who have demonstrated their ability to work as a part of a team.

Honesty – Honesty and openness provides the skills needed to take on new opportunities, behave with integrity, and build strong, trusting relationships. Those with high moral values have a huge impact on society and usually become successful in the near future and set an example for other individuals.

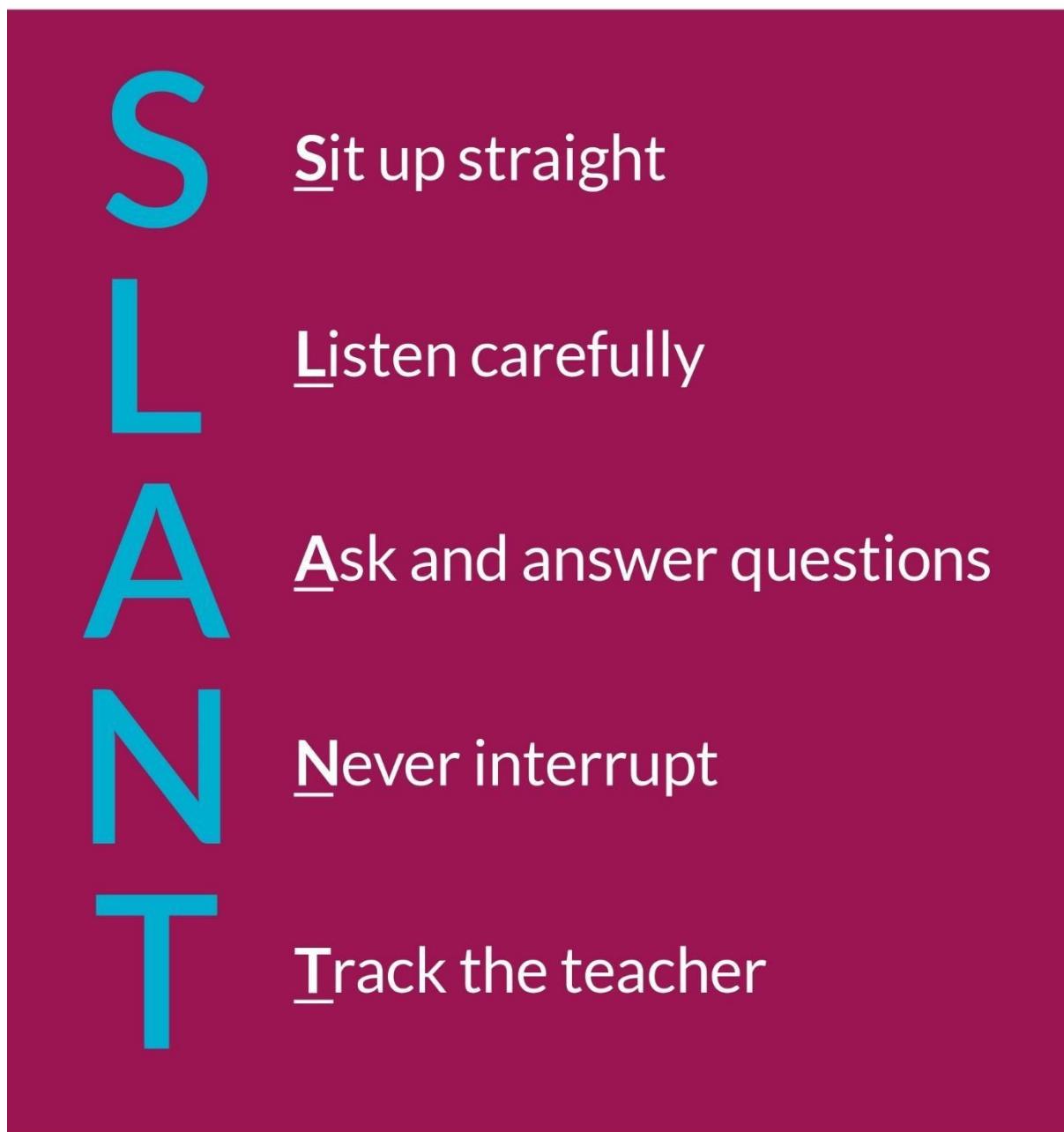
Responsibility - Responsibility means being dependable, making good choices, and taking accountability for your actions. A responsible citizen looks out for the well being of others and understands we all have a part to play in making the world a better place.

Integrity - Integrity means living your life with the values of honesty, trust, fairness, respect and responsibility, through good times and bad.

Versatility – Versatility is the ability to adapt to new ideas, subjects and activities and take risks. This will contribute to you becoming independent, life-long learners.

Extraordinary - No one becomes extraordinary without an intense commitment to constant self-improvement and personal development.

At Noel-Baker we...



At Noel-Baker we are ...

S Share your ideas

P Project your voice

E Evidence your point

A Add another viewpoint

K Key vocabulary

E Extend your response

R Rehearse

S Summarise



At Noel-Baker we...

S
T
E
P
S

Sir or Miss - *every time*

Thank you - *every time*

Excuse me - *every time*

Please - *every time*

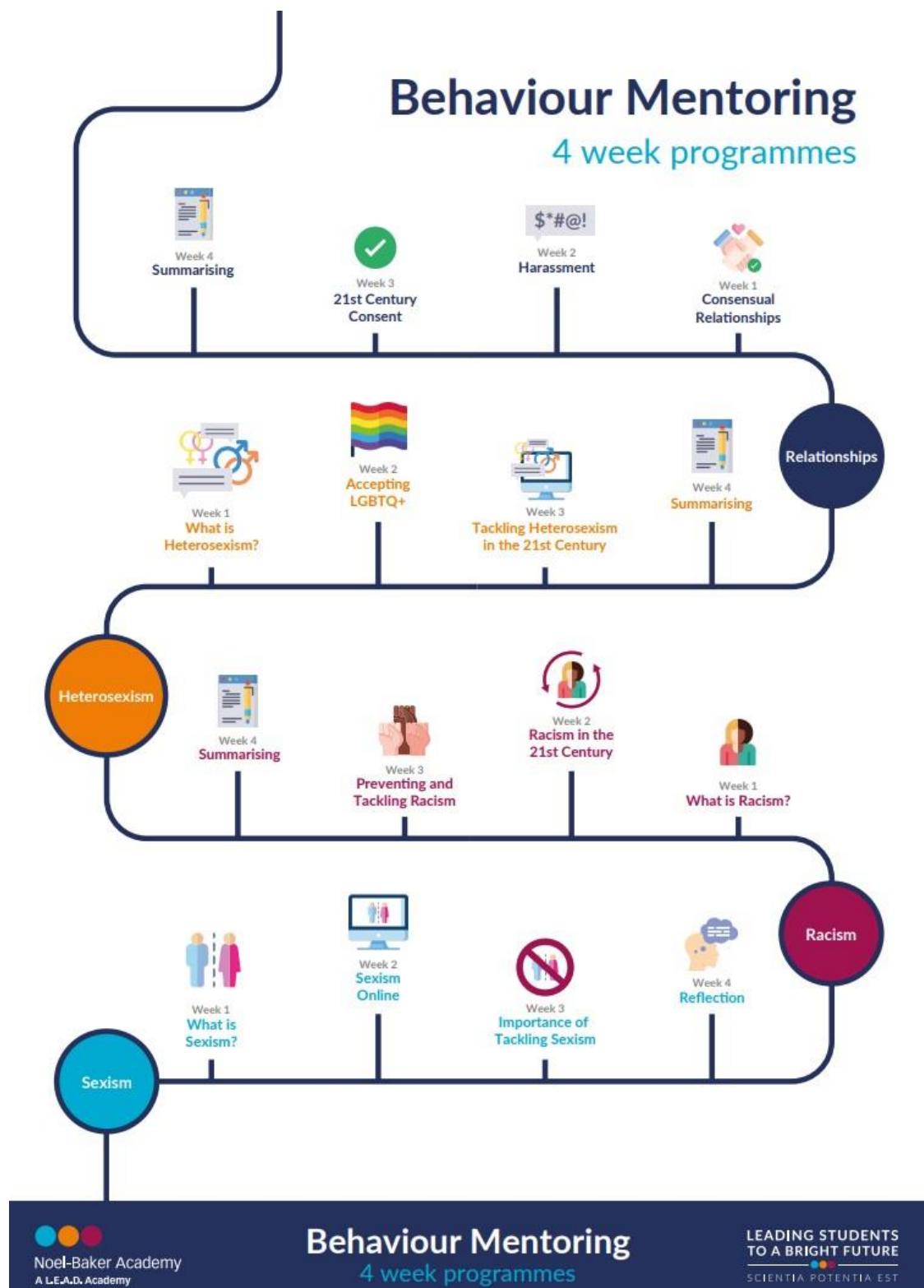
Smile - *every time*

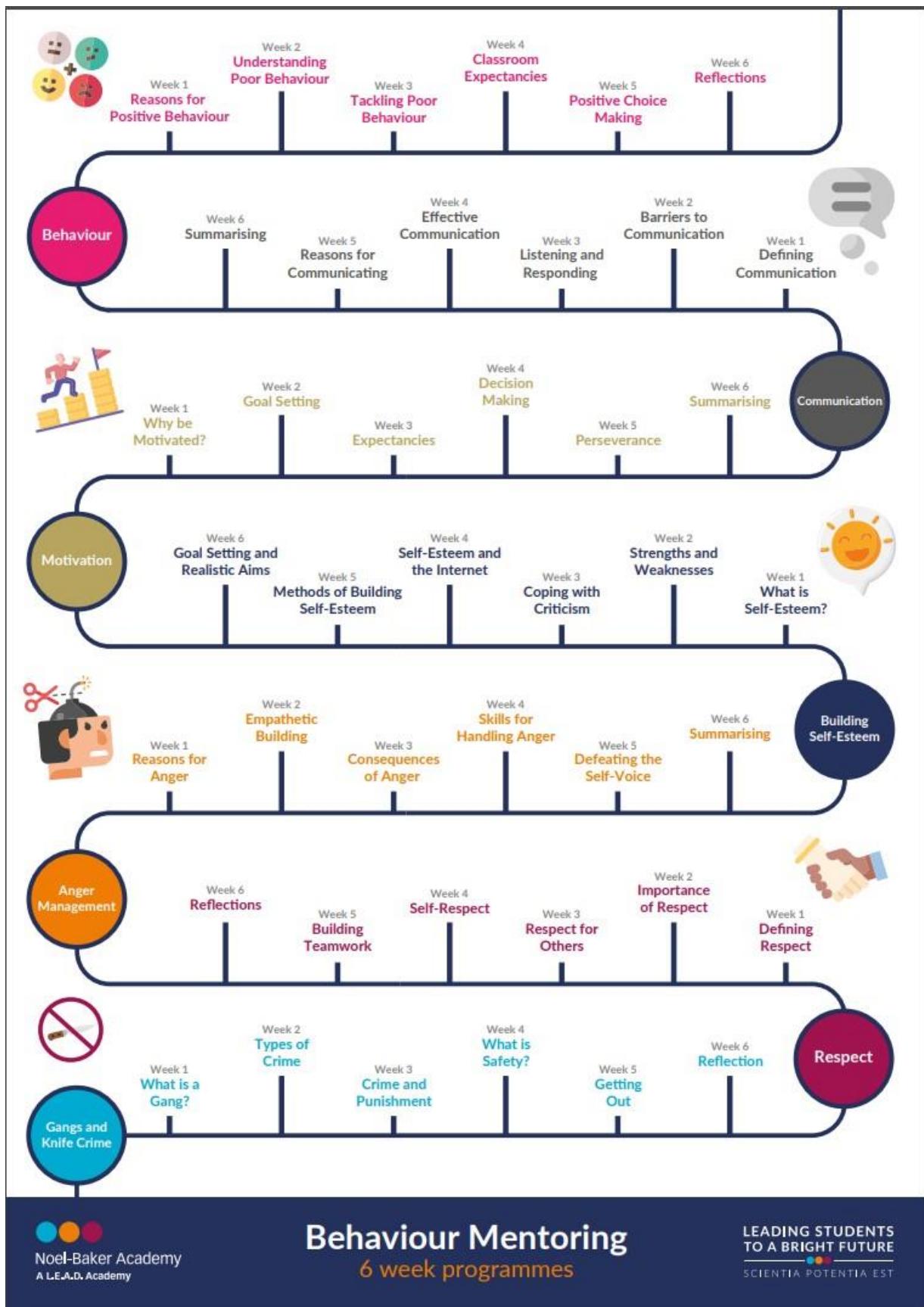


Noel-Baker Academy
A L.E.A.D. Academy

#Respect

Appendix 6 - The Behaviour Curriculum





Appendix 7 – Searching, screening and confiscating.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil;
- or It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the Academy premises or where the member of staff has lawful control or charge of the student, for example on a academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other student or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the pupil why they are being searched Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the Academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in prohibited items) and items identified in the Academy rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in 'prohibited items'
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in My Concern.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the Academy will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the Academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on Academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the Academy, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. The academy will advocate that any such search happens in the police station or any approved social care setting.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into the academy to act as the student's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, the police will have to arrange an appropriate adult.

The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the pupil or others. This will not be a member of academy staff.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the Academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 8 - The Bridge (KS3 Internal Alternative Provision)

1. Purpose and Rationale

The Bridge is a 12-week, full-time intervention programme for Key Stage 3 pupils requiring additional support beyond mainstream education. It is designed to re-engage learners experiencing social, emotional, or behavioural challenges and support their journey toward reintegration or a suitable alternative educational pathway.

Grounded in trauma-informed, relational practice, the provision promotes emotional safety, positive relationships, and individualised support tailored to each pupil's profile of need.

2. Programme Aims

- Provide a safe, inclusive and structured environment.
- Deliver a balanced curriculum that integrates academic development, enrichment opportunities, and personal growth.
- Use data-informed approaches to personalise support and monitor progress.
- Foster active partnerships with families and external professionals.
- Support successful reintegration or transition via collaborative planning.

3. Admissions and Referral Process

Referrals are coordinated by the Senior Leadership Team (SLT) following internal consultation with SEND and pastoral teams.

A pre-placement planning meeting is conducted with parents/carers to share expectations and complete initial assessment of need.

Students undertake a diagnostic intake process that includes:

- SEMH profiling
- Literacy/Numeracy diagnostics (e.g., NGRT, SWRT)
- Pupil voice interview

4. Curriculum Framework

Pupils engage in a trauma-aware, balanced curriculum delivered in small-group settings by subject specialists and behaviour mentors. Key components include:

Core Subjects: English, Maths and Science, daily Literacy, Numeracy

Additional subjects: Humanities

Enrichment Activities: Art, Life Skills, Team Building, Physical Education, Wellbeing

Personal Development: PSHE, Emotional Regulation

Therapeutic Elements: Reflection time, mentoring sessions, regulation breaks

All learning is structured to reinforce social-emotional competencies and promote engagement, confidence, and resilience.

5. Staffing and Professional Practice

The Bridge operates with a multidisciplinary team trained in:

- Trauma-informed approaches
- Behaviour de-escalation and relational strategies
- Safeguarding and pastoral care

Staffing model:

Typical ratio of 1:5 (staff:pupils)

Includes:

- AP Manager
- Intervention Leads
- Subject Teachers
- Mentors
- Counsellor and external therapists (as required)

Ongoing staff supervision and safeguarding briefings form part of professional practice within the provision.

6. Assessment and Review

Weekly Reports: Shared with parents/carers and reviewed internally.

Fortnightly Review Meetings: Held with families, staff and, where relevant, external professionals/agencies.

End-of-Programme Evaluation: A formal report shared at 12 weeks with recommendations for reintegration or transition.

Assessment Tools used:

- SEMH profiling
- Academic progress
- Pupil journals and self-reflection activities
- Staff observations

7. Parental and Agency Collaboration

The Bridge is built upon transparent and collaborative partnerships. Mechanisms include:

- A pre-placement planning meeting with parents/carers
- Scheduled review meetings every two weeks
- Weekly updates
- Open communication with agencies such as Educational Psychologists, Social Workers, and SEND Services
- Shared minutes and outcome summaries where appropriate

8. Safeguarding and Wellbeing

All staff operate in accordance with school safeguarding policies and statutory guidance (including KCSIE 2025). Key practices include:

- Daily check-ins and consistent routines to foster emotional regulation.
- Structured routines promoting predictability and stability
- Behaviour incident response pathway with de-escalation protocols
- Access to ELSA, school counsellor, and SEMH support services

The provision is committed to upholding inclusive, equitable values and proactively identifies and responds to signs of vulnerability.

9. Exit and Transition Planning

At programme conclusion:

- A final evaluation is produced capturing academic, behavioural, and emotional development
- For reintegration, a personalised plan is co-created with pupils, families, and receiving staff
- For transition to other pathways, referrals and handover documentation are coordinated with new providers

Student voice informs the reintegration or transition process wherever possible.

10. Quality Assurance and Oversight

Termly review by SLT and designated governors

Monitoring includes:

- Attendance and behaviour data
- Academic progress
- Pupil and parent feedback

Refinements are made based on data insights, stakeholder input, and evolving best practice.

Appendix 9 - Next Steps (KS4 Internal Alternative Provision)

1. Purpose and Rationale

The KS4 Next Steps Provision offers a full-time, long-term educational pathway for students in Years 10 and 11 who are unlikely to reintegrate into mainstream settings. It provides a safe, aspirational environment where students engage in tailored academic, personal, and vocational education over two academic years.

The provision is designed to support learners presenting with SEMH and behavioural challenges and to secure post-16 destinations through focused progression planning and relational practice.

2. Programme Aims

- Deliver a high-quality, bespoke curriculum to prepare students for post-16 destinations.
- Promote emotional resilience, self-regulation, and sustained engagement.
- Foster positive relationships between students, staff, and external providers.
- Offer accessible qualifications.
- Prevent NEET outcomes through structured careers education, transition planning and support and destination tracking.

3. Admissions and Referral Process

Referrals are made via SLT using the AP Referral Checklist following three cycles of graduated intervention.

Comprehensive assessments precede admission:

- Academic diagnostics (e.g., NGRT)
- SEMH profiling
- Speech & Language screening

A careers interview is conducted to inform curriculum design and destination planning.

A formal planning meeting is held with parents/carers prior to placement to establish shared goals and initial targets.

4. Curriculum Framework

The KS4 curriculum provides a broad, accessible and practical education experience aligned with students' interests and future goals:

Core Curriculum: English, Maths, and Science

Options/Vocational Subjects: Art, computer skills and PE.

Personal Development: PSHE and Emotional Literacy

Careers Education: Work experience, CV writing, college visits, employer-led sessions

Therapeutic Inputs: Mentoring, SEMH support, daily regulation routines

Curriculum pathways are informed by pre-assessments and co-produced with learners wherever applicable.

5. Staffing and Professional Practice

Students are supported by a specialist and consistent team:

- AP Manager
- Intervention Lead
- Mentor (KS4)
- Counsellor (1 day/week)
- Subject specialist teachers

All staff receive training in trauma-informed pedagogy, restorative approaches, relational behaviour management, SEND strategies and safeguarding protocols.

Timetabled staff debriefs and supervision sessions ensure responsive planning and professional resilience.

6. Assessment and Review

A structured cycle supports tracking and reflection:

Baseline and Assessments: Conducted on entry using academic and SEMH diagnostics

Half-Termly Academic Reviews: Monitor progress against qualification targets

Fortnightly Pastoral Reviews: Focus on behaviour, attendance, wellbeing

Transition Plan Tracking: Post-16 readiness, application progress

SEMH Profiles reviewed termly

Pupil Engagement Tracking: Through journals, self-assessments and surveys

Transition Plan Tracking: Updates on post-16 readiness and application progress

All data informs teaching, support strategies, and exit planning.

7. Parental and Agency Collaboration

Family and professional partnership is central to the provision. Key mechanisms include:

- Pre-placement meetings with parents/carers
- Daily routines and check-ins
- SEMH mentor input
- Targeted interventions (ELSA, counselling)
- Shared action plans and review documentation

Collaboration may include input from Educational Psychology, SEND services, social care, and college/apprenticeship providers.

8. Safeguarding and Wellbeing

All safeguarding procedures comply with current statutory guidance (e.g. KCSIE 2025) and the host school's framework. The provision embeds:

- Daily emotional regulation routines
- ELSA and SEMH mentor input
- Restorative approaches to managing incidents
- Reflective spaces and tailored wellbeing support

Diversity, equity and inclusion underpin the culture and practice of the setting.

9. Exit and Transition Planning

Planning for exit begins in Year 11 and focuses on:

- Completion of qualifications and readiness for progression
- Securing confirmed post-16 destinations
- Handover meetings and communication with receiving providers
- Co-produced “Next Steps” student profiles
- NEET tracking and support for up to six months post-placement

Every student's pathway is celebrated, reviewed, and sustained beyond their time at Next Steps.

10. Quality Assurance and Oversight

Quality assurance is embedded via:

- Termly SLT review of provision and pupil outcomes
- Governor oversight through progress and destination data
- Moderation of vocational and Functional Skills qualifications
- Stakeholder feedback to inform provision development
- Pupil voice, family input, and outcome data shape strategic refinement.