



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

Noel-Baker Academy

Behaviour Policy

Date of Policy: September 2021

Date of review: July 2021 by Mark Taylor

This Policy must be read in conjunction with the Attendance Policy, Safeguarding Policy, Anti-bullying Policy, LGBTQ+, Mental Health and Well-Being Policy and the SEND policy.

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1.1 Introduction

By attending Noel-Baker Academy you are agreeing to uphold and abide by this Behaviour 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 reserve the right, at any time, to respond to any incident in a manner that best serves the interests of our community.

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 Behaviour 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.

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 be 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, 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 head teacher 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 and headphones.

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, pastoral staff 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 in place. 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.

House system

As from September 2021, we have launched our new whole school house system. This exciting new adventure is the next step to making Noel Baker Academy the best school in Derby.

Why are we moving to a house system?

Our vision is that the house system will further enhance our pastoral care, allowing our community to foster a deeper sense of belonging and a strong team spirit. The house system will be at the core of every aspect of our ethos and culture and will allow all children to excel and contribute based on their individual strengths. It will promote student's sense of responsibility and create a positive ethos and culture based around a sense of community and aspiration to be the best.

House membership will bring a sense of belonging, along with the opportunity to enter into competitions with peers. Educational studies have shown that house systems have numerous academic benefits as well as social-emotional ones. Research also shows that those who feel comfortable and supported enough to participate in house events are more likely to feel able to commit themselves fully to academia.

What will the house system be like?

Our house system will consist of five Houses linked to our core values; LEAD, EMPOWER, ACHIEVE and DRIVE, with our ACE centre making up the fifth house - Excel. Each house will be led by their Head of House. Within each house, there will be students from each year group, however student form groups will remain in year groups.

Students will wear a braid in their house colour, attached to their tie, this will identify which house they belong to. Representatives of the Student Leadership Team will wear a unique tie to identify their role as well as a braid attached to their blazer to represent the house they are associated with.

To allow parents to have a single point of contact, all siblings will be allocated to one house.

All houses will have their own designated separate lunchtime, reducing the need to queue. Each lunchtime will remain 30 minutes long. Break time and lunchtimes will take place in houses with each

house having their own designated, zoned area. More information on this system will follow including which house students will be allocated to.

What are the benefits of moving to a house system?

The house system will create:

1. A streamlined and more efficient communication system.
2. Further enhance the positive school ethos through the participation of house events, competition and bespoke co-curricular offer,
3. Develop school leadership opportunities and peer on peer support and guidance, allowing student voice to be coherent across all four houses.
4. Create a community ethos, whereby students across year groups are working collaboratively together.
5. Further enhance pastoral support for families (SEND, Attendance, MHWB, Behaviour and Safeguarding).

Staffing

From September, the following staffing will be implemented to reflect the new house system:

Pastoral Staffing	
Behaviour Intervention Manager	Miss Southern
Head of Lead House	Mr McDonagh
Head of Empower House	Miss Foulstone
Head of Achieve House	Miss Morgan
Head of Drive House	Mr Lumber
Head of Excel House	Mr Gibson
Pastoral Assistant to Lead and Empower	Miss Murphy
Pastoral Assistant to Achieve and Drive	Miss Parker
Behaviour Mentor - ACE	Mrs Bram
Behaviour Mentor - ACE	Mrs Goring
Behaviour Mentor – Main School	Mr Roe
Education Welfare Officer	Miss Mills
Education Welfare Officer	Mrs Heath
Safeguarding Officer	Miss Flude

2.1 Code of Conduct – Rules and Expectations

Please refer to appendix 1 for a detailed breakdown of the Academy rules, a summary of which can be found below.

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)
- ✓ Remove all outdoor clothing when entering the building (coats, hats, gloves etc);
- ✓ 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.

Lesson Rules

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

- ✓ Arrive on time and line up outside the classroom in silence with their equipment out ready to enter the room;
- ✓ Stand behind their chairs 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 meant to be talking;
- ✓ Speak appropriately at all times;
- ✓ Have self-respect, respect for others and respect for the staff – STEPS;
- ✓ Respect other people's views and their property;
- ✓ Stay focused on the learning in the lesson and complete an acceptable amount of work;
- ✓ Use SHAPE when giving a verbal response;
- ✓ Follow Health and Safety guidelines for all subjects;
- ✓ Students are expected to complete homework set and on time. Attached is the homework schedule for 2019/2020 see Appendix 9;
- ✓ 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.

3.1 Behaviour responsibilities

The Head teacher 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 Pastoral Lead 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 behaviour 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 behaviour 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.
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 House/pastoral assistants/behaviour mentors.	<ul style="list-style-type: none"> • Set high standards and expectations for their House group. • Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within a House. • Facilitate restorative conversations. • Organise and chair meetings with parents. • Provide appropriate documentation to support the Head Teacher / Deputy Head Teacher 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.

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 Internal exclusions/fixed term exclusions. • Ensure staff are provided with continuing professional development to support positive behaviour. • Monitor incidents beyond the HOH, Intervention manager and CD • Support the detention system, Behaviour Room and Internal Exclusion. • Support and deliver lessons in the ACE provision.
AAB (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.

4.1 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.

5.1 Behaviour, rewards and sanctions

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. (REF: Appendix 1)

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

<p style="text-align: center;">Lateness</p> <p>Arriving late for the start of the Academy day or late to lessons during the Academy day.</p>	<p style="text-align: center;">Disruption</p> <p>Talking or chatting. Not listening; Refusing to work / producing an inadequate work Shouting out; Inappropriate language; Using a mobile phone Chewing, eating or drinking, Making noises, tapping, throwing things, wandering around the room</p>	<p style="text-align: center;">Lack of Equipment</p> <p>All student should have basic equipment as follows:</p> <ul style="list-style-type: none"> ✓ A strong sensible bag ✓ Pen, pencil and a ruler, <p>Forgetting or failing to complete homework;</p>
<p style="text-align: center;">Non-compliance</p> <p>Talking over a teacher; Answering back Not following instructions; Being rude;</p>	<p style="text-align: center;">Damage to Property</p> <p>Deliberate misuse or damage to the property of another student or a member of staff; Deliberate damage to Academy</p>	<p style="text-align: center;">Uniform / Jewellery</p> <p>Failure to wear the correct uniform. Wearing jewellery other than that permitted as set out in the Student Planner/Uniform Expectations.</p>

Arguing with a teacher; Not wearing correct uniform; Walking out of lesson	buildings, fittings or equipment; Vandalism.	
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 Cyber / online bullying; Physical bullying; Verbal bullying Threatening behaviour
Racist or Prejudice 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 in 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; 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 ...
Sexual harassment The use of explicit or implicit sexual overtones , including the unwelcome and inappropriate promise of rewards in exchange for sexual favors. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault.	The use of derogatory language 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.

5.2 Behaviour Procedure

Noel Baker Academy is committed to high standards of behaviour in the Academy and in our community. We are committed to 'LEADing 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)

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 anyway disrupting the learning of themselves or others they will be issued with a consequence.

If a student disrupts learning they will be issued with a C1. The student will be informed of the C1 verbally and the student’s name will be recorded on the whiteboard. If the student disrupts learning AGAIN they will receive a C2 and be removed to allow learning to continue.

As a result, on call will arrive at the lesson and the student will be removed from the lesson and taken to the behaviour room where they will work for the remainder of the day. The staff member in the behaviour room will log the incident on Go4schools and add in the notes section the information regarding the C2 so that both the relevant staff can see the reason for the C2. Parents/carers will receive communication through email to inform them that their child has received a C2. Within the behaviour room there will be predominantly two staff members – 1. A pastoral member of staff 2. A teaching member of staff. Both staff will facilitate and deliver content and support with learning of all students.

A C2 can also be issued for high level disruption / dangerous behaviour without issuing a C1. i.e shouting/verbally abusing teacher or another student, the use of derogatory language,

Students working in then remain in the behaviour room until 4:00pm where they complete work appropriate to their subject lessons. From 3:00pm to 4:00pm they complete a detention with a senior leader and the pastoral team. This is a taught lesson comprising of either English Language, English Literature, Maths, Science or Geography.

Time is set aside to enable staff to conduct an apology conversation with the students where the ownership is on the student to apologise for their actions and the disruption of learning. This conversation is a key step in the behaviour process as it allows for the student to end the day positively by apologising for their behaviour to the teacher allowing for a fresh start next lesson.

The behaviour room operates an attitude to learning and warning system. Warning 1 and 2 is to be issued by the staff member present in Internal Exclusion. Warning 3 is issued by a member of the pastoral team and warning 4 is issued by a member of SLT. All warnings are logged to allow the students to have clarity on their progress throughout the day. Following warning 4 a student will be removed if their behaviour does not improve. If this occurs, then the student may serve further sanctions within the behaviour room or escalated through the tiered approach system. The Attitude to learning system allows for students to put things right by gaining positive scores for their behaviour while working in the behaviour room.

The system of applying consequences can be found in Appendix 2

Rewards

Noel Baker Academy uses a rewards system linked to our house system to recognise positive behaviour. Each lesson staff strive for 5 – issue at least 5 reward points per lesson and issue a praise postcard to students who have gone above and beyond.

Students will be praised for positive behaviour. We believe in:

- Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential
- Ensuring that all students can achieve recognition of their successes and efforts
- Increasing students' self-esteem through consistent, meaningful and positive rewards

Rewards is an area we pride ourselves on. Students will be rewarded for their attendance, positive behaviour and conduct in the Academy, attending co curricular activities and house competitions including sports day. All rewards will be recorded on the Go4Schools system. Regular prize draws in assembly, the weekly winning tutor group for attendance, certificates, phone calls home etc will also formulate our rewards to support a positive culture and ethos.

The system of applying rewards can be found in Appendix 2

5.3 Detentions

If a student receives a C2 in the lesson, or if they truant a lesson they will automatically stay until 4:00pm. The Academy will inform parents via school comms or text. If students do not complete the detention without a valid reason they may face a further day in the behaviour room or a additional time in the Internal exclusion room.

What the Law Allows:

Teachers have the power to issue detention to students (aged under 18).

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'.

Parental consent is not required for detentions.

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

Detentions outside academy/school hours:

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 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.

5.4 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 AAB 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.

5.5 Internal Exclusion/off site internal exclusion

A tiered approach is applied to behaviour and Internal Exclusion is used for incidents that are deemed more serious than a C2 in the behaviour room. This could mean a student working in Internal Exclusion for up to a 5 day period with key senior staff. The work completed in Internal Exclusion is exactly the same content as in the students' normal timetabled lessons.

Off-site Internal Exclusion 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 are kept in Internal Exclusion no longer than is necessary and that their time spent in Internal Exclusion is used as constructively. As part of the process a restorative conversation will take place with the member of staff whom the incident occurred. This will allow for a fresh start following their time in Internal Exclusion. A student apology must take place before the student returns to learning.

Internal Exclusion operates the same attitude to learning and warning system as the behaviour

room.

5.6 External exclusions

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

- ✓ fixed term 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.

The recommended procedures are followed for:

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

Any form of poor behaviour could ultimately result in a last chance 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 or permanent exclusion if they:

- ✓ use physical/verbal aggression or bully other members of academy or local communities;
- ✓ persistently ignore any aspect of the behaviour 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 exclusion 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 excluding a pupil, 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.

As a general guide, the following behaviour will normally be deemed serious enough to warrant exclusion being considered the most appropriate punishment:

5.6.1 Violence and physical assault:

- ✓ against another student - Internal Exclusion / off site Internal exclusion / fixed term / permanent exclusion;
- ✓ extreme or repeated act(s) against another student(s) - fixed term / permanent exclusion;
- ✓ violence against a member of staff - permanent exclusion;
- ✓ any act of physical aggression will result in exclusion; 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.

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

- ✓ fixed term / permanent exclusion depending on the seriousness of the incident.

5.6.3 Drugs and tobacco:

- ✓ 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.
- ✓ 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 exclusion.
- ✓ 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 exclusion.

5.6.4 Vandalism and theft:

- ✓ Internal Exclusion / off site Internal exclusion / fixed term / permanent exclusion depending on the severity of the incident and also any danger caused to others.

5.6.5 Defying a member of staff: - behaviour room / Internal Exclusion / off site Internal exclusion / fixed term / permanent exclusion.

5.6.6 Arson, deliberately setting off a fire alarm or tampering with health and safety equipment e.g. fire extinguishers: Internal exclusions / off site Internal exclusion/ fixed term / permanent exclusion.

5.6.7 Extreme appearance: - behaviour room until rectified.

5.6.8 Bullying: - Internal Exclusion / off site Internal exclusion / fixed term/permanent exclusion.

5.6.9 Possession of a weapon or replica: being in possession of or supplying an item which has been made, used, or adapted for the purpose to cause harm to, or distress to, others, in academy/school including the journey to and from an academy/school or any academy/school activity, (this includes knives, BB guns and replicas/or actual firearms) - permanent exclusion.

5.6.10 Mobile Phones: using a camera phone to record, post on the internet and/or exhibit clips for video footage of 'happy slapping', unwanted attention and/or violence towards another person - Internal Exclusion / off site Internal exclusion / fixed / permanent exclusion.

5.6.11 Verbal abuse/derogatory language: - dependant on incident once investigated. Internal Exclusion / off site Internal exclusion / fixed / permanent exclusion.

Important notices:

- ✓ Where a criminal offence is suspected, the matter will be referred to the Police.
- ✓ targeting, abusing or humiliating other students, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.
- ✓ refusal to hand a mobile phone to a member of staff when requested – behaviour room / Internal exclusion.

5.7 Power to search, use of reasonable force and confiscation

Noel Baker Academy operate 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;
- ✓ 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; and
- ✓ any item banned by the school rules which has been identified in the rules as an item

which may be searched for.

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 and extreme or child pornography must always be handed over to the police.

5.7.1 Power to Use Reasonable Force

- ✓ In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- ✓ The Principal 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.

5.7.2 Definition of Reasonable Force

- ✓ The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- ✓ Force is usually used either to control or restrain. 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.
- ✓ 'Reasonable in the circumstances' means using no more force than is needed.
- ✓ Academies/schools generally 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.
- ✓ Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- ✓ Noel Baker staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.
- ✓ Noel Baker 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.
- ✓ The Head teacher and staff authorised by the Principal, can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by academy/school rules.

5.7.3 When can reasonable force be used?

- ✓ Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- ✓ At Noel Baker Academy, force is used for two main purposes; to control or restrain student.
- ✓ The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

5.7.4 Staff at Noel-Baker Academy if necessary can use reasonable force to:

- ✓ remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- ✓ prevent a student behaving in a way that disrupts the academy/school event, trip or visit;
- ✓ prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- ✓ prevent a student from attacking a member of staff or another student, to stop a fight in the playground or to restrain a student at risk of harming themselves through physical outbursts.

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

See our Attendance policy which is linked closely to the behaviour policy with specific reference to punctuality to school and lessons.

Appendices

- ✓ Noel-Baker Academy Rules
- ✓ Consequences and rewards system
- ✓ Behaviour Panel meetings
- ✓ SLANT poster
- ✓ SHAPE poster
- ✓ STEPS poster
- ✓ Behaviour room and Internal Exclusion expectations
- ✓ Tiered approach to behaviour

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 Mr Taylor' 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 your 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 you 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 ourselves. 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 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.

SHAPE

At Noel-Baker Academy we S.H.A.P.E our responses. We speak in a polite calm manner and in full SENTENCES, we make sure our HANDS are away from our faces as we speak, we ARTICULATE, we never mumble. We PROJECT, this means we speak clearly and loudly for the whole class to hear, we

make confident EYE contact with the person we are addressing.

Mobile phones

Students at Noel-Baker are not allowed mobile phones, or any other form of electronic device. 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 all of our rules.

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.

Uniform and appearance

At Noel-Baker Academy we pride ourselves on high standards and expectations and believe it is important that this is reflected in our appearance as we go about our studies. This policy recognises that our school community is diverse and time has been taken to ensure that it is fully inclusive and embraces all cultures.

We expect students to wear our uniform with a sense of pride and purpose this will reduce bullying and stereotyping by removing expensive branded items, and demonstrates an ethos signifying a community and belonging.

Our uniform is:

Grey school blazer with school badge.

Plain blue V neck, long sleeved jumper. NO LOGOS.

Plain white shirt with collar.

Plain black wide leg or tailored trousers or NBA school skirt

Clip-on school tie - all students.

Tights or socks - plain colours only.

Sensible leather look Shoes - black only. NO LOGOS.

No Boots or trainers of any description. - Appendix A

One pair of stud earrings in the lobe.

Headscarfs / turbans can be worn for students of religious cultures - Black, White, Burgundy, Navy Blue or Brown can be worn. Bright colours are not acceptable other than times linked to religious festivals.



Students are **not** allowed to wear:

- ✓ Hooded tops of the type that are often referred to as 'hoodies'
- ✓ Trousers with very tight fitting legs, jeans, leggings, jeggings, jogging or tracksuits, pin-stripe or cords.
- ✓ Skirts that are not the NBA school skirt.

- ✓ Any facial piercings (nose studs, tongue bars or any piercings in any other part of the ear than the lobe). Exceptions will be made for religious/cultural purposes. This will be agreed with the Academy. During practical situations for example Physical Education these will be removed.
- ✓ Hair colour that is not natural.

We recommend all students have a sturdy backpack so they can carry their equipment, books and PE kit.

If a student is not in full school uniform we will contact parents/carers to resolve the issue, we may also send students home to change to appropriate clothing or isolate students if the uniform is not appropriate or if it is worn incorrectly.

We expect students to wear full school uniform correctly on the way to the Academy, throughout the school day, and on the journey home.

Standard PE kit

Every student is expected to get changed for PE even if they cannot participate fully in the practical aspects for example through illness or injury, as they can take on the role of an official, coach or helper for the lesson. All kit must be clearly marked with the student's name and tutor group.

Jewellery must not be worn during PE lessons as it poses a health and safety risk and can be lost or damaged.

Our PE uniform consists of:

- ✓ Academy polo top
- ✓ Academy reversible games top
- ✓ Academy shorts
- ✓ Plain navy blue knee length games socks. For use when shin pads are being worn.
- ✓ White sports socks for indoor use
- ✓ Indoor trainers – Non-marking sole with laces, providing support to ankle & foot
- ✓ Outdoor trainers – Good grip with laces providing support to the ankle & foot.
NB – Pumps do not provide adequate support for the foot or ankle
- ✓ Gum shield – for rugby/hockey
- ✓ Shin pads – for football/hockey
- ✓ Base layers / skins are allowed including for religious / cultural reasons that require students to cover up.

Jewellery, make up, and hairstyles

Students may wear a watch, one ring and up to one pair of small ear studs (one stud by ear lobe) only.

No other jewellery is permitted; if students have any other visible piercings or retainers these must be removed during the school day. Failure to do so will result in the Academy making contact with the parents/carers to resolve the issue. We may also send students home to change to rectify any issues or isolate students if their uniform is not appropriate or does not adhere to our uniform policy.

Students may wear a small amount of discreet make up in natural colours, but the academy may ask students to remove any make up staff consider inappropriate.

False nails are allowed within the Academy but they must be less than 5mm over the nail in order to

be an appropriate length, this is due to health and safety reasons.

Any hair accessories should be small and plain coloured only. Shaved emblems or lines, unnatural colour dyes are not allowed. Hair extensions / braids of natural colour are deemed acceptable. If you are unsure whether a hairstyle or piercing meets our uniform guide, please contact Mr Mark Taylor, Assistant Head teacher for guidance before any treatment.

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.^[1]_[SEP]

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.^[11] 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.

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 in single file 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 moving from lesson to lesson students must have their equipment out ready to start the next lesson, this includes a pen, pencil and ruler. When arriving to lessons students will meet and greet the teacher and will line up outside the classroom in silence in single file with their equipment ready and in their hand. Students will enter the classroom in silence sanitise and will stand behind their allocated seat ready to be greeted by the teacher before being asked to be seated. 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 policy to keep their work neat and tidy.

At the end of each lesson students will 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 back. The teacher will use the last five minutes of each lesson to pack away, ask questions, and get students ready to go off to the next lesson. Teachers will inform the students who has been rewarded with strive for 5 reward points and a 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 between lessons or 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 to ensure that they do not miss a single second of lesson time.

2.12 Outside of school

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. Students may receive sanctions for behaviour outside of school that affect their education or bring the Academy into disrepute.

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 an co-curricular activity.

2.14 At home

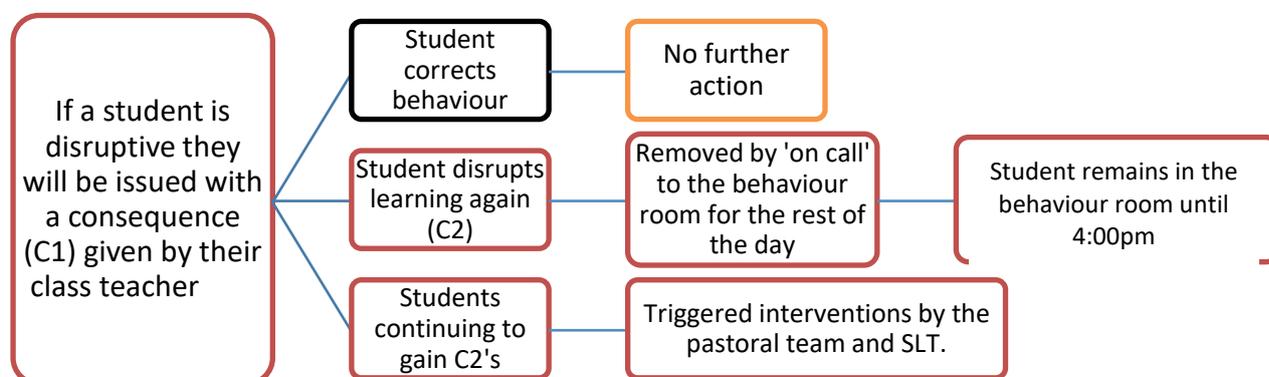
Homework is set to consolidate and review learning and to discover new subject knowledge. Homework must take priority over any hobbies students may have. When students do homework they should keep away from their phone or any devices that might distract them, find a quiet place to work where they can focus and concentrate. At Noel Baker we will not accept excuses such as “I forget” 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.

Appendix 2 – Consequences and Rewards

Consequences



- ✓ Parents/carers will receive a text message to confirm that their child will be detained until 4:10pm for not meeting Academy expectations. Parent/Carer's will be notified of detentions as soon as possible after the incident arises.
- ✓ As part of the detention an apology conversation will take place between the student and the teacher. The expectation is that the student apologises to the teacher for their actions and disruption of learning.
- ✓ Failure to attend this detention will result in the Academy increasing the length of time spent in Internal Exclusion or a fixed term exclusion.
- ✓ The Academy has the right to keep students for their detention.

REWARDS - You matter... we care Leading to a bright future

We believe in:

- ✓ Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential
- ✓ Ensuring that all students can achieve recognition of their successes and efforts
- ✓ Increasing students' self-esteem through consistent, meaningful and positive rewards

The Academy use the rewards system below to reward and recognise student's achievements. Each reward carries an agreed number of achievement points. When pupils achieve an agreed threshold of reward points additional rewards will be issued.

Rewards tiered approach

Tier One Reward- 1 point:

Strive for five reward (awarded to 5 students in each lesson who have made a significant contribution to the lesson this can be in the form of: producing a high quality piece of work, giving a detailed answer to a question, showing kindness to others, helping others, making a significant improvement within the lesson, putting significant effort into a lesson, overcoming adversity in the lesson).

Tier Two Reward- 2 points:

Praise Postcard-one to be given per class per week to a student who has made significant progress, shown significant effort.

Behaviours that exhibit our core principles of:

LEAD e.g. showing kindness and compassion to others, helping out another student/ member of staff/ visitor, leading a classroom discussion, developing the answers of others.

EMPOWER e.g. overcoming adversity, consistent effort and hard work, showing resilience.

ACHIEVE e.g. high quality class or homework, making above expected progress in an assessment.

DRIVE e.g. attending a co-curricular club, representing the school at a school event, attending revision sessions, seeking new opportunities etc

Tier Three rewards- 3 points

Contribution to the wider school or community e.g. charity work, representing county in sports, getting work published/exhibited, volunteering.

Rewards:

Weekly within the form:

Each week the Head of House is to check on G4S who is the form's highest overall points scorer and issue a rewards certificate in assembly.

Half Termly

Each half term the Head of House will celebrate the students achieving the most rewards. Students who gain the most reward points will also receive rewards prizes.

Milestones: Every 100 reward points will trigger a letter home to parents to congratulate students on their amazing achievements. See example below.

- ✓ 100 reward points - Letter home
- ✓ 200 reward points - Letter home
- ✓ 300 reward points - Letter home

Annually / per year group in assembly

600= bronze award (lapel badge, certificate and 1 entry into prize draw)

900= silver (badge, certificate and 2 entries into prize draw)

1200= Gold (badge, certificate and 3 entries into prize draw)

(Different prizes for each year group to reflect age group)

NB: Year 11 would need to be done in the half term before they leave.

Rewards celebration evening:

Highest positive reward points scorer in each year group/house is invited to attend the evening with parents and receives an award on the evening. There will also be faculty nominations and special recognition awards.

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:

100% attendance to be given to the form with the highest attendance each week. Each tutor to receive a recognition certificate to be displayed in the tutor room.

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. Every student with 100% attendance that half term will receive a cookie token to be used in the Academy canteen.

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.

Bronze star awarded = attendance 100% for 1 year.

Silver Star awarded = attendance 100% for 2 years.

Gold star awarded = attendance 100% for 3 years.

Platinum star awarded = attendance 100% for 4 years

Special gift awarded – attendance 100% for 5 years.

All reward points will be added to go 4 schools and celebrated through our media campaigns.

Appendix 3 – Behaviour Panel Process

Behaviour Panel meetings occur at Noel-Baker Academy where a student has repeatedly failed to comply with expectations and despite being issued with consequences and sanctions has not refocused on learning and remains a concern to staff.

Students attend a behaviour panel meeting with their parent/carer.

The identified lead (see below) chairs the meeting. The meeting can include any number of professionals or external agencies as deemed necessary by the chair person.



www.noelbakeracademy.co.uk

[@noelbakerlead](https://twitter.com/noelbakerlead)

Waved Behaviour Panel Meetings.

Use the flow chart below alongside the list of interventions the student has received (recorded on edukey) to decide whether or not a panel meeting needs to take place.

Please keep minutes from any waved behaviour meetings that you have and ask parents to sign the minutes to confirm it is a true record of the discussion taking place.

Add details of any waved behaviour meetings onto edukey under the provisions tab including brief notes about actions.



Appendix 4 – SLANT poster

At Noel-Baker we...

S

Sit up straight

L

Listen carefully

A

Ask and answer questions

N

Never interrupt

T

Track the teacher

Appendix 5 – SHAPE poster

At Noel-Baker we...

S

We speak politely and in full **SENTENCES**.

H

Our **HANDS** are away from our faces as we speak.

A

We **ARTICULATE**, we never mumble.

P

We **PROJECT** (we speak clearly and loudly for the whole class to hear).

E

We maintain confident **EYE** contact with the person we are addressing.

Appendix 6 – STEPS poster

At Noel-Baker we...

S

Sir or Miss - *every time*

T

Thank you - *every time*

E

Excuse me - *every time*

P

Please - *every time*

S

Smile - *every time*

Appendix 8 - Behaviour room

Behaviour Room Student Expectations

You have been placed in the Behaviour Room for not adhering to the Academy behaviour expectations.

During your time in the Behaviour Room you are expected to:

- Place your coat and bag in the storage cupboard and sit at your designated seat.
- Ensure your mobile phone is in your bag and is turned off or on silent.
- Be prepared with the correct equipment to enter – Pen, pencil, ruler etc.
- Complete all work set to the expected standard in line with the PRESENT policy.
- Follow all instructions by staff members – SLANT, SHAPE and STEPS at all times.
- Always cooperate and respect all students and staff in the room.
- Work in silence. Do not communicate with anyone else in the room unless you have been given permission to do so.
- Put your hand up if you require help or want to ask a question.
- Do not communicate with anyone else in the room unless you have been given permission to do so.
- Behave in an appropriate manner during the lunch period.
- Complete an apology conversation with the staff member that C2'd you to ensure a fresh start in preparation for next lesson. An apology MUST be given to the staff member for disrupting their lesson. If this does NOT happen you will repeat until this has successfully taken place.

As a result of the C2 you will work in the Behaviour Room and complete a 1 hour detention. You will have been made aware that if you do not complete your C2 to a satisfactory standard or leave the detention without permission, you will be reissued with a further day in the Behaviour Room. Should you fail again to meet expectations, your sanction will be escalated.



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

Internal Exclusion expectations

Internal Exclusion Room

Tiered approach to behaviour

