



NATIONAL CHURCH OF ENGLAND ACADEMY

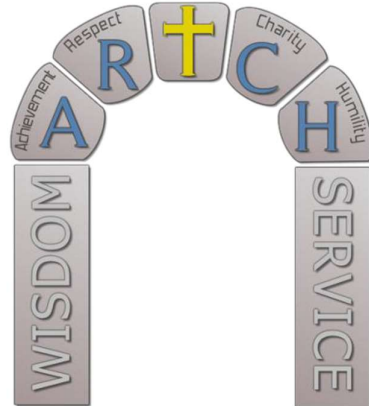
Behaviour Policy

Published: 2013 This review: July 2021	Next review: July 2022 or as required	Statutory/non: Non-statutory	Lead: D Llewellyn, Assistant Principal
Associated documents:			
NCEA –anti-bullying policy NCEA –attendance policy NCEA – Safeguarding and child protection including Covid-19 appendix			
Links to:			
Keeping children safe in education 2021 (publishing.service.gov.uk)			
Working Together to Safeguard Children 2018 (publishing.service.gov.uk)			
Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx (publishing.service.gov.uk)			
Exclusion from maintained schools, academies and pupil referral units in England (publishing.service.gov.uk)			

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The values of our academy



Achievement

God has given us all talents and abilities. He wants us to develop our talents and use them fully: to have a sense of achievement, and to know the joy of learning.

Respect

This should be at the heart of everything: respect for the environment around us; respect for other people in the way we behave towards them; and respect for ourselves.

Charity

Christians believe that it is important to show love for others, in the way that we treat them. We can help to build a fairer, more just world by sharing our wealth with those who are less fortunate.

Humility

God loves all of us as individuals. In his eyes, we are equally important.

Wisdom

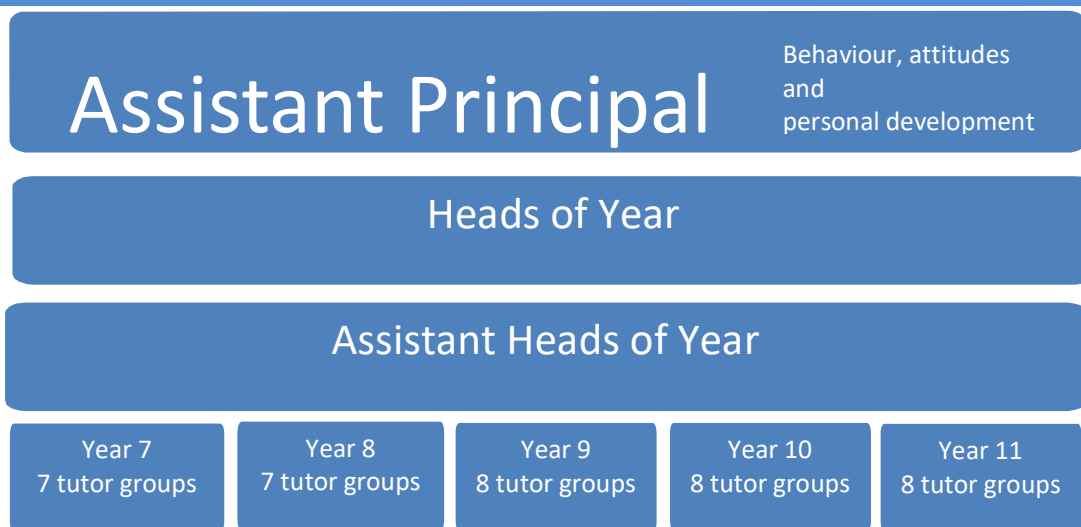
Our aim is not just to instil knowledge, but to teach students how to use learning wisely. As adults we can use our experience to put things into perspective.

Service

Jesus told us to serve others, when he washed the feet of his disciples. This means that we must put others before ourselves, and try to see the good in people.

THIS POLICY APPLIES TO ALL STUDENTS ATTENDING NCEA

Structure of the pastoral system and tutoring



- Home Groups are led by the Personal Tutor (see role outline in this booklet)
- The Personal Tutor is also the Academic Mentor for each student in the Home Group
- There are daily Tutor Time activities e.g assembly/Thought for the Day /Pastoral Enhancement Sessions/Encounter/Home Group PowerPoint
- Pastoral QA will be completed throughout the year.

For students, the purpose of the pastoral system is to

- create a community atmosphere
- enable students to have a sense of belonging to the tutor group and year group
- give all students, especially KS4 genuine leadership opportunities
- enable students to understand the rhythm of academy life for each year group
- reduce negative peer group behaviour and encourage positive student behaviour

For staff it helps to

- foster good relationships between students and all staff, whatever their roles
- embed the importance of the students being at the centre of academy life
- spread the load of tutor responsibilities evenly throughout the year
- create professional development opportunities

Code of Conduct (staff)

Staff working in the Academy are guided by the Professional Standards as set out in the document in September 2012 which relate to the expectations made of teachers in their teaching role in the Academy.

Part Two of this document offers guidance as to appropriate conduct, both personally and professionally. This includes the appropriate behaviour and attitudes which set the required standard throughout a teacher's career and is expressed thus:

“Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school”

The National Church of England Academy interprets this as behaviour which will not bring the Academy or the profession into disrepute and which models these high standards to students. Specific areas include:

- Dress (guidelines available)
- Language – correct English and appropriate in register
- Respect and dignity – treating all students with dignity and building relationships rooted in mutual respect
- Boundaries – proper boundaries maintained and caution shown in using social networking sites, for example (full guidance to be found in the Safeguarding policy)
- Personal beliefs – not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Attendance and punctuality – of the highest standard (full guidance in the Attendance policy for staff)
- Ethos, policies, practices of the Academy – professional regard is applied to these.

Home Academy agreement



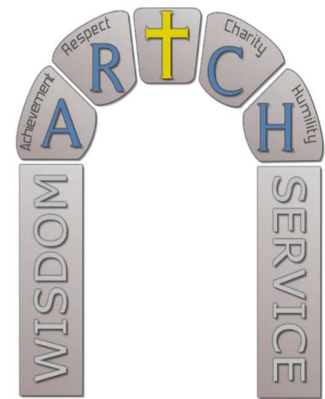
HOME ACADEMY AGREEMENT

MISSION STATEMENT

National Church of England Academy is committed to promoting the Christian ethos and faith, and to raising the academic and behavioural standards of students to the highest possible level, so that they may take their place as caring and productive members of society.

The academy will:

- Encourage high expectations and pride in **Achievement** of all kinds.
- Value and **Respect** each student as an individual.
- Promote the academy vision of living '**life in all its fullness**' **John 10:10**
- Inform parents of the progress and welfare of their child regularly.
- Provide a safe and orderly environment in which to work.
- Listen to parents' and students' views and concerns and take appropriate action.
- Provide opportunities to understand and respond to **Charity**.
- Teach **Humility** by example.



..... Principal

Parents/guardians will:

- Promote and support the academy vision of living '**life in all its fullness**' (**John 10:10**)
- Support the academy values of **Achievement, Respect, Charity and Humility** – underpinned by **Service and Wisdom**.
- Support **all** academy policies.
- Ensure your child's regular and punctual attendance. The academy expects an attendance rate of at least 97%.
- Support your child in the work they are expected to do at home.
- Tell us about any circumstances which may affect your child.
- Attend progress evenings.
- Ensure your child wears the correct school uniform.
- Ensure your child has the correct equipment for learning.
- Drop off my child outside of the academy site causing as little disruption to the local community as possible
- Collect my child at the end of the day outside of the academy site causing as little disruption to the local community as possible
- Collect my child from school, within 30 minutes should the school deem that they appear to have become unwell.
- Keep my child at home should they display even the mildest symptom of any illness
- Collect my child from school within 30 minutes should they refuse to comply with the Covid 19 Home Academy regulations

.....Parent/guardian

Students will:

- Value and respect each other and every member of staff.
- Try their best and work hard every day.
- Carry out requests made by staff.
- Demonstrate and promote our academy values of **Achievement, Respect, Charity and Humility** – underpinned by **Service and Wisdom**.
- Support our vision by living **‘life in all its fullness’ (John 10:10)**
- Attend regularly and punctually and bring the correct equipment each day.
- Look after the academy and its surroundings showing respect and care
- Complete homework on time.
- Wear the academy uniform correctly every day.

Movement around school and in lessons:

- Observe the designated entry and exit points for each room
- Observe the one-way systems in place
- Comply with the allocated seating arrangements in the class
- Remain seated at the end of lessons until dismissed by the teacher
- Comply with the hand washing instructions given by staff without question
- Comply with the instructions given by staff in relation to designated areas for social times
- Observe the assigned toilet facilities and arrangements outlined by staff
- Comply with the existing uniform policy and all other areas of the Behaviour Policy
- Have with me all necessary equipment including a bag, drink and any food needed for the day
- If bringing a bicycle, to lock this in the bike sheds
- Proceed straight to main reception and adhere to hand washing procedures if late

.....
Student

Learning Behaviours and Behaviour for Learning

The National Academy is committed to developing effective learners who can demonstrate the following qualities:

- Resilience
- Independence
- Curiosity
- Determination
- Pride
- Creativity
- Collaboration
- Teamwork
- Enthusiasm
- Flexibility
- Self-motivation and management
- Consideration
- Reflection
- A love of learning

Staff should follow the 'expectations in lessons' guidance in the Teacher Planner.

The 'Core 4' underpins the teaching and learning model.

The importance of routines

All staff are expected to follow these guidelines in order to:

- Show consistency and fairness to students.
- Help students to remember what is expected and why this is expected.
- Set a consistently high standard across the school.
- Reduce in school variance.
- Support new and temporary members of staff.
- Diminish any difference between disadvantaged students and their peers.

The importance of routines

Staff must at all times emphasise the importance of routines to students at NCEA. This will assist students in understanding not only what these routines are, but why they are in place. Each lesson centres around the mantra '**Every lesson at National we are**':

1. Calm on entry
2. Equipped and ready to work
3. Respectful of others learning
4. Proud of our presentation
5. Calm on exit

Staff will be expected to revisit routines surrounding the above at a minimum three lessons per half term

The start of the lesson:

- Welcome students into the lesson as soon as possible, avoiding queues outside classrooms.
- Students must use hand sanitiser upon entry.
- Meet and greet, including a quick uniform check as students come in.
- Expect students to stand behind chairs until quiet and calm. Students keep blazers on until they sit down.
- Expect every student to have a pencil case, planner and jotter out on the desk at the start of the lesson.
- Continue the uniform and equipment check as students sit down, speaking to individuals as needed.

The end of the lesson:

- Students are expected to ensure that their work area is ready for the next group
- Students ensure that they are ready to leave in terms of uniform expectations
- Students stand behind chairs until asked to leave by the teacher.
- Students should clean the desk and chair before exiting
- Students must use hand sanitiser on exit

The academy recommends staff familiarise themselves with key works such as Tom Bennett's 'Creating a Culture' document which can be found here: [Department for Education \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/attachment_data/file/612222/Creating_a_Culture.pdf)

Positive behaviour management – language in the classroom

These are examples of positive and assertive language which experience shows are useful tools for successful classroom management. It is not an exhaustive list, but meant as a guide:

- Meet and greet.
- Keep corrective language positive.
- Use assertive language (not non-assertive or aggressive). State your needs.
- Use language of choice (seek win/win solution).
- Avoid sarcasm, ridicule, put-downs, teasing and nicknames.
- Positive repetition, focus on task.
- 'Proximity praise' – praise another student who is doing as asked nearby.
- Partial agreement/empathy with student problems but focus on task in hand.
- Follow consequence with verbal recognition that student has made a positive choice.
- Think about location! (public/private).
- Model reasonable, respectful language behaviour (even under provocation!).
- Treat the behaviour NOT the person that is unacceptable (de-personalise).
- Ownership of student. Good choices/poor choices about behaviour.
- Find areas of interest in common to talk about – talk to them as individuals.
- Use the student's first name whilst teaching.
- Avoid winning/losing language.
- Use 'invitational' language (e.g. let's, shall we?, I thought we would) when appropriate.
- Use incidental language 'we all remember the expectation about taking hats off'.
- Concentrate on the main behaviour problem; don't get side-tracked by 'secondary behaviour' e.g. 'don't tut at me, young lady'.
- Don't use rhetorical questions 'are you listening to me?'
- Use directional language 'facing this way and listening' 'eyes on me'.
- Use 'rule reminders' to reinforce expectations. New half term is a good time.
- Preface with a positive 'I'm sure that you know how to use paints carefully'
- Direct questions, start with 'what?', 'when?', or 'how?'
- Commands; use names loudly then turn volume down!
- Take the blame! 'I don't think I explained that well enough....' Use judiciously!
- Use body language to reinforce the message e.g. thumbs up, calming hands etc.

SHOUTING is rarely effective or productive and should be avoided. Students are discouraged from shouting. Therefore adults should model desired behaviour. Shouting should be reserved for summoning attention in an emergency.

Rewards – celebrating success

NCEA has a wide range of rewards that students can benefit from. Staff are encouraged to reward students as often as possible; the academy aims for a 7:1 credit to debit ratio. The awarding of a credit will see an equivalent of **two** points being added to the student's record. Students will be recognised by Head of Year, Heads of Faculty and Leadership alike upon meeting certain thresholds.

Students can be awarded credits for the following:-

- Outstanding classwork
- Outstanding homework
- Outstanding attitude to learning
- Modelling one of the ARCH values
- Assisting another student
- Representing the academy
- 100% attendance (to be awarded by the attendance team only)
- Star of the Lesson (to be awarded once per lesson by subject staff)

Faculties will also recognise student achievements via contact home and through their own postcard scheme. Tutors are encouraged to celebrate successes with their home group during the Monday administration session.

Students will receive certificates and badges for number of points achieved:-

- Bronze badge and certificate = 150 points achieved
- Silver badge and certificate = 300 points achieved
- Gold badge and certificate = 450 points achieved
- Platinum badge and certificate = 600 + points achieved

Students who reach the silver level and above will be entered into a prize draw at the end of each term. Prize draws will also be made for students with 100% attendance. There will be other rewards given to various points through the academic year such as vouchers and early lunchtime passes.

Staff are encouraged to award 'Star of the Lesson' for each timetabled lesson taught. Accessed via the credit system, a text message is automatically sent to the first priority contact. This system congratulates parents/guardians by stating:- **"Just to let you know that Sam was the star of my lesson today in History. Well done! Mr Brailsford."**

(The wording in blue changes automatically for your particular lesson)

It is vital that staff use this each and every lesson in order for consistency across faculties and the academy as a whole. It would be unfair on students if some members of staff did not award these during their sessions. There are no guidelines for what constitutes 'Star of the Lesson'; staff could consider the quality of work done inside the classroom, the attitude to learning, conduct towards other students or showing independence and determination to problem solve. Staff are limited to one per lesson only and are advised to distribute the rewards across as many students as possible throughout the year. Tutors should be celebrating these awards with their home group as often as possible.

Behaviour for Learning Ladder – student version

The graphic is a ladder-shaped poster with four horizontal rungs. The rungs are colored from top to bottom: red, red, yellow, and green. The top rung is labeled 'Level 4' and lists three items. The second rung is labeled 'Level 3' and lists four items. The third rung is labeled 'Level 2' and lists three items. The bottom rung is labeled 'Level 1' and contains the text 'Clear warning'. The poster is flanked by two vertical brown pillars. The left pillar has the National College of Education Academy logo. The right pillar has the ARCH logo. At the top center, the title 'Behaviour for Learning Ladder (student version)' and the time '08:00 – 16:00' are displayed. At the bottom center, a note states: 'PLEASE NOTE: leaving lessons without permission is not allowed.'

Behaviour for Learning Ladder (student version)

08:00 – 16:00

Level 4

- 1) On Call- possible further sanctions e.g. isolation until 4pm
- 2) Debit (-3)
- 3) Phone call home; possible meeting

Level 3

- 1) Visit from On Call
- 2) Debit (-2)
- 3) HOF detention until 4pm
- 4) Phone call home

Level 2

- 1) Debit (-1)
- 2) Contact home
- 3) Possible sanction by subject teacher

Level 1

Clear warning

PLEASE NOTE: leaving lessons without permission is not allowed.

Version: March 2021

Behaviour for Learning Ladder – staff version

The graphic is a ladder-shaped poster with four levels. The top of the ladder is a brown bar with the title 'Behaviour for Learning Ladder (staff version)' in blue. The left side of the ladder is a brown vertical bar with the National College of Education Academy logo. The right side is a brown vertical bar with the acronym 'ARCH' (Attention, Respect, Care, Honesty) in a stylized font. The four levels are: Level 4 (red), Level 3 (red), Level 2 (yellow), and Level 1 (green). Below the levels is a white box with a reminder of basic expectations.

Behaviour for Learning Ladder (staff version)

Level 4 ON CALL – possible removal from lesson/s, LT detention:

- 1) Ensure verbal contact made with home
- 2) Additional contact by either HOF or on call. The on call member of staff will clarify who will make additional contact.
- 3) Further sanction to apply as appropriate i.e. LT detention/parent meeting with HOF
- 4) Issue debit – ensure On Call selected

Level 3 HEAD OF FACULTY DETENTION AFTER SCHOOL:

- 1) Request On Call to speak with the student outside the room
- 2) Arrange HOF detention via PARS
- 3) Ensure verbal contact made with home

Level 2 TAKE ACTION:

- 1) Issue a L2 debit
- 2) Ensure contact is made with home (email sufficient)
- 3) Sanction appropriately (e.g. subject teacher detention)

Level 1 CLEAR WARNING: having given the student chance to settle and focus, following the reminder. Students with reflection cards should be encouraged to use this here (or at any other part)

Reminder of basic expectations for everyone.

Students should be given a reasonable time to reflect on behaviour.

Version: March 2021

Behaviour for Learning Ladder

Sanctions: initial responses:

It is vital that staff follow the behaviour ladder consistently.

Staff will follow the guidelines below:

- focus on the behaviour, not the student
- explain clearly what went wrong and why to the student
- explain clearly what should happen in future to the student
- end on a positive note
- look for an improvement next time and seek to reward it.

There needs to be consideration of children with SEN, which may affect their behaviour and work output. Liaison with SENCO/TAs is important and a key decision should be delayed if possible until advice has been sought.

Telephone call home

The effectiveness of the personal approach cannot be underestimated. In most cases there will be support from parents. This must take place when a student reaches level 3 or 4. Staff record this via PARS

Level 3 guidelines:

- Faculty detentions after school will be issued. Parents should refer to the section on detentions for full guidance however.
- **Verbal** contact home must be done if the student reaches level 3.
- Should a student reach L3 or L4 the subject teacher should click on the **yellow alert triangle** in PARS. This will create an Assistance Request which will be picked up by House Reception. They in turn will notify the On Call member of staff to attend your classroom. This can be found on the top row of icons.

Level 4 guidelines:

If the student has failed to respond to previous levels or there has been a serious incident including foul language, On Call should be sent for using the alert system via PARS. **As with any classroom-based incident it will be the subject teacher's responsibility to notify home regarding the incident.**

It may be the case that the extended member of the leadership team decides that the student may be removed and placed in isolation. If this is the case then the student in question may be placed with a Senior Leader for the remainder of that lesson with the sanction applied for the following day. Parents should refer to the section on isolation for further clarity. Isolation will last from 08.30 – 16.00

Lesson Support – ‘On Call’

- The subject teacher is responsible for initial responses to behaviour management in the classroom, which are part and parcel of good teaching, lesson planning and delivery.
- If regular problems are occurring or there is a serious incident or advice is needed refer to your Head of Faculty.
- Keep the Personal Tutor and HoY informed.
- If the Head of Faculty needs advice and support or there are serious issues to be addressed refer to the LT Line Manager or Assistant Principal for Behaviour, Attitudes & Personal Development
- If there are behaviour issues across several subject areas, HoY will discuss with Assistant Principal Behaviour, Attitudes and Personal Development.

If Faculty ‘on call’ is used, the subject teacher should contact home and the student will be issued with an after school faculty detention. This should then be recorded on PARs by the subject teacher.

Should a member of staff request On Call to assist them they will need to use the alert facility on PARS. Staff should see further instructions on page 17.

A member of ELG / HoY will respond as soon as possible and will decide on the appropriate sanction.

Please see the section on Isolation for further guidance.

Ten Minute Sanctions

Ten Minute Sanctions are not part of the Behaviour Ladder and should be issued for the following:

- **Uniform infringements**
- **Littering**
- **Inappropriate behaviour during social time (tomfoolery, pushing, shouting, queue jumping)**
- **Unpleasantness towards other students during social time**

It is the student’s responsibility to remember where and when this will take place.

TEN MINUTE SANCTIONS SHOULD NOT BE ISSUED FOR ISSUES IDENTIFIED DURING A LESSON. THE BEHAVIOUR FOR LEARNING LADDER SHOULD BE USED IN THIS INSTANCE.

TMS must be set by staff at the following times only: 12.50 – 13.00; 13.15 – 13.25

There is no expectation for staff to record TMS incidents on the system.

Any student that fails to attend a TMS will automatically receive either a lunchtime detention or an after-school detention with their HoY (at the HoY discretion) Staff should record ‘Missed TMS’ via PARs and select R14.

Further information can be found on pages 16-17.

Detentions

Parents are aware of our policy and expectations prior to sending children to National. It is therefore an expectation parents support our policies.

The DfE guidance for Behaviour and Discipline in Schools states “**parental consent is not required for detentions**”.

Regardless of any change to education law, we will aim to give parents least 24 hours’ notice of an after-school detention. Detentions will not be rescheduled for other evenings at parental requests. From a safeguarding perspective should a child not attend a detention we will enquire where the child has been. It will be the parents / carers responsibility to arrange suitable travel arrangements for the student and it does not matter if making these arrangements is inconvenient for the parent (page 10 – Behaviour and discipline in schools, *January 2016*)

All detentions set should be recorded on PARs. It is the responsibility of the subject teacher to ensure that the student knows when and where the detention is to take place. Best practice includes a note in the student planner. Staff should support each other by using the information on PARs to inform students of detentions set however it is the student’s own responsibility to ensure that they attend. Parents should also support the academy by checking Insight details which will confirm when detentions are scheduled

Every effort must be made to ensure that students attend the detention which has been set. This should typically include personal reminders, notes and collecting students from the end of a lesson if necessary. Whilst students should be encouraged to be responsible for accepting the consequences of their behaviour, it is in everyone’s best interests to make sure that all punishments are completed promptly.

Meeting parents should be a standard early response, following a telephone call. Many serious issues can be resolved or prevented in a discussion with parents. What happens during the higher levels of sanction will depend on the circumstances. Heads of Year will discuss key students / issues with the Assistant Principal BAPD. Strategies such as Pastoral Support Plans will be considered and acted upon where appropriate.

When a detention has been completed, the outcome entered onto PARs so that there is a record for the student’s file. This is the responsibility of the member of staff who has set the detention.

All leadership detention referrals should go through HoYs and on to Assistant Principal: Behaviour, Attitudes and Personal development via PARs.

Failure to attend either a HOF or HoY detention will result in an LT detention on a Friday evening until 4.30pm. Failure to attend this detention will result in the student being placed in isolation on the following Monday. In the unlikely event that a student receive 2 HOF detentions in a week in a week this will also result in a HoY detention. Should a student receive 3+ detentions in a week they will be placed into Isolation.

Detentions take place, depending on the type of detention and incident:

- During break (staff can set these at their own discretion if TMS, L2, or for other reasons including lack of homework)
- During the lunch session (as above)
- After 15.15 until either 16.00, 16.15, or 16.30.

Type of Detention		
	Faculty (until 16.00)	Head of Year (until 16.15)
Year 7	Monday	Wednesday
Year 8	Tuesday	Wednesday
Year 9	Monday & Wednesday	Thursday
Year 10	Monday & Thursday	Tuesday
Year 11	Tuesday & Thursday	Monday

Leadership detentions will run until 16.30 each Friday for any student who fails to attend a HOF/HOY detention or commits a serious offence.

Recording incidents and detentions

There is not an expectation for staff to set a L2 detention on PARS. It will be for individual staff to make sure that the student is aware of when this detention is. L2 detentions should either be set at break time or lunchtime and should not be after school.

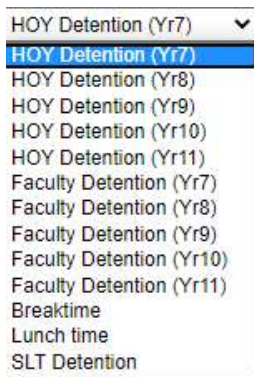
Staff should record the incident itself on PARS including when the detention was arranged for.

Should a student miss a L2 detention this will then escalate to a HOF detention after school and staff should record this using the same process as below bar the ground comment which will read '**failure to attend L2 detention**'

L3 detentions

Should a student reach L3 on the behaviour ladder a HOF detention must be set:

1. Log the incident as usual via **Behaviour** on PARS
2. Move to **category** and select **Behaviour/ Attitude**
3. Move to **ground** and select the desired choice from the drop down e.g. **disruption to teaching and learning**
4. Move to **outcome** and select the desired detention depending on year group
 - L3 - Faculty Detention (Yr7)
 - L3 - Faculty Detention (Yr8)
 - L3 - Faculty Detention (Yr9)
 - L3 - Faculty Detention (Yr10)
 - L3 - Faculty Detention (Yr11)
5. Click on the **detention tab** at the top and choose the correct faculty detention depending on year group



6. Click on **add** and choose the scheduled date

Missed TMS detentions

1. Log the incident as usual via **Behaviour** on PARS
2. Move to **category** and select TMS
3. **Missed TMS** will automatically come up
4. Move to **outcome** and select lunchtime detention which will default to R14
5. Click on the **detention tab** at the top and choose the next available R14 detention
6. Click on **add** and choose the scheduled date

Students ‘on report’

Being ‘on report’ is primarily a support mechanism, not a punishment. Any rewards and sanctions should be made clear to the student and agreed with parents. It is particularly helpful if parents support the academy with rewards and sanctions at home.

Decisions about students on report will usually be made by the Head of Year / Assistant Head of Year where a pattern of poor behaviour has been noticed. Students returning from exclusion usually will be on report to either the HoY or a member of the Leadership Team. Subject areas can, and do, use a report card if there is a specific concern which needs to be monitored.

Contact with home is essential:

- before the report system starts
- during the process to feedback / discuss progress
- when the report period ends

Reporting stages

Level 1 – personal tutor

Level 2 - AHOY

Level 3 – HOY

Level 4 – SLT

Parents/guardians will be expected to attend a behaviour meeting with key staff each fortnight should stages 3 & 4 be reached.

Positive report: to be used at the discretion of any member of the pastoral team

Student Voice

Year Councils:

Each home group will have the opportunity to elect a representative to attend Year Council meetings. In addition to this a deputy will also be elected to attend meetings in the absence of the home group rep. Year Council meetings will be every half term during a lesson on a rotation basis and ALL home groups are expected to be represented. The Year Council will be chaired by the Head of Year, minutes of what has been discussed will be taken and reviewed at the following meeting. During the meeting it is the intention to set action points for which home group reps will be responsible for following up between meetings.

The Academy Council:

Each Year Council will elect 2 students from each house to represent them at the Academy Council meetings. The Academy Council will be chaired by the Assistant Principal: BAPD and minutes of what has been discussed will be taken and reviewed at the following meeting. Action points will again be set to be taken to Year Councils and feedback required for the following Year Council meetings.

The role of the Leadership Team

- Model good practice in all dealings with students.
- Support staff in their dealings with students.
- Actively reinforce behaviour expectations around the academy.
- Recognise, praise and actively encourage good behaviour.
- As Line Managers to Faculty Teams, discuss behaviour issues, give advice, support as needed and seek to resolve concerns.
- Issue LT detentions if needed in connection with subject related concerns.
- Supervise LT detentions according to rota.
- Investigate and resolve serious behaviour concerns with support and advice from other staff.
- Meet parents and support other staff in their meetings if needed.
- Conduct post exclusion meetings (with B4L Leader when possible).
- Discuss behaviour issues across the academy and share the development of policy and practice.

Additional responsibilities of the Assistant Principal : BAPD

- Be responsible for the development and annual review of an academy-wide Climate for Learning policy.
- Monitor and act on concerns related to behaviour management throughout the year.
- Work closely with B4L and HoY regarding monitoring and acting on behaviour concerns.
- Lead discussion with Middle Level Leaders and LT on behaviour management issues; communicate issues and trends, seek opinions and ideas, provide support and advice.
- Ensure that HoY TIPs support the promotion of good behaviour across the academy.
- Lead, advise and support the HoY.
- Liaise closely with the Inclusion Team.
- Identify training needs across the academy and provide opportunities for training on a range of behaviour management issues (both teaching and support staff).
- Provide Induction training for new staff on behaviour management issues.
- Liaise closely with the Principal on serious behaviour incidents, decisions about exclusion and high level sanctions.
- Lead the development of student voice, rewards and anti-bullying.
- Monitor behaviour trends across the academy; use this information to inform future planning.

The role of the Head of Faculty

A key role of the HoF is to maintain the Faculty's behaviour management strategy in line with the whole school policy.

The HoF should lead discussions about subject specific issues and seek understanding and agreement about a Faculty response.

- Model good practice to the rest of the Team as a 'lead professional'.
- Advise subject staff in strategies to ensure good classroom management.
- Understand, demonstrate and seek to encourage the close links between good behaviour and good teaching.
- Visit lessons to check on classroom management skills.
- To meet with parents regarding students who need support and guidance in relation to academy expectations
- Find opportunities and mechanisms to share good practice between members of the Faculty.
- Seek opportunities to gather good practice ideas from other Faculty areas.
- Intervene at an early stage when subject staff are experiencing difficulties with individuals or whole groups.
- Be prepared to try a range of proactive strategies to support teachers experiencing difficulties.
- Monitor closely the work of any teacher who is struggling to maintain good control in the classroom, seeking advice and support from LT.
- Ensure that setting closely reflects attainment potential, not behaviour/attitude.
- When planning the following year's timetable, ensure that there is the best match and balance possible between groups and teachers.
- Contact parents by letter and telephone, set up meetings, involve the class teacher and monitor the subsequent progress of the individuals concerned.
- Lead the Team in developing and sustaining a range of rewards to foster motivation and interest.
- Organise Faculty detentions and support members of the Team if they experience difficulties with their own sanctions.
- Monitor the incidence of sanctions used across the Faculty, acting on any negative trends.
- Recognise any lack of expertise in behaviour management across the Faculty and seek to gain advice and support to address this.

The role of the Head of Year

Main purpose of the post:

- To lead and manage the Year, ensuring that its students and tutors adhere to the academy Christian values and that all students are given opportunities to maximise their potential.
- To meet with parents regarding students who need support and guidance in relation to academy expectations
- To contribute to the development of a whole school strategy for ensuring optimum academic achievement of all students in the Year.
- To contribute to the leadership, management, implementation, review and evaluation of all aspects of the strategy with students and staff assigned to the Year.

Main professional duties:

The post holder will be required to exercise his/her professional skills and judgements to carry out, in a collaborative manner, the professional duties set out below:

- Lead the development, improvement, effectiveness and efficiency of all areas within the role.
- Create an appropriate vision, provide clear direction, empower and enable others and develop awareness of the 'big picture' as portrayed by national, local and whole school agendas.
- Model good practice and motivate others through supporting, guiding, challenging and valuing their contributions.
- Provide leadership and line management to those for whom the post holder has responsibility in respect of their performance operating within the areas related to this post.
- Evaluate the quality of the work of the above people and its impact upon the development, progress and performance of students.
- Contribute to the professional development of those operating within areas specifically related to this role.
- Contribute to the above through implementing rigorous and effective strategies for self-review, planning and continuing professional development within the framework provided by whole school policy.
- To contribute to the day to day provision of pastoral care as a generic element of the roles shared by all Head of House.

Climate for Learning vision and improvement strategy:

- Contribute towards the development and implementation of a C4L strategy across the academy.

Climate for Learning within pastoral curriculum activities:

- Develop a Rewards Policy, which is age appropriate and operated consistently across the academy.
- Lead on enrichment activities to ensure maximum engagement of students.

Personalise welfare for all students:

- Work with Inclusion Team to ensure appropriate care and advice for individual students needs to ensure an effective and supportive climate for learning which maximises learning and development.
- Use Quality Assurance systems to develop effective form groups which encourage personalised learning and development.
- Work effectively with all other Middle Level Leaders for the benefit of students.

Target setting to ensure effective development

- Contribute to the development of target setting strategies for attendance and punctuality.

- Work with HOFs and the Leadership Team to monitor underachievement and decide on appropriate action.

Transition and other key links

- Liaise with and support the Transition Leader to ensure effective Transition activities & communication with Primary feeder schools.
- Liaise with the Inclusion Team to ensure effective links with outside agencies.

Developing Christian Ethos

- Deliver, supervise and support the Worship programme and other assemblies, both House and Year based.
- Develop the Tutorial programme, including Thought for the Day.
- Co-ordinate outside speakers and special events to enrich students' experiences.

Behaviour Management

- Take a lead in embedding and developing the Climate for Learning Policy.
- Celebrating success.
- Work with the SENCO, Behaviour Mentors/Learning Mentors to maintain IEPs and other individual student achievement programmes.

Attendance

- Liaise with Attendance Officer and EWO on developing individual and whole school attendance strategies.

Celebrations: work as a Team to organise and promote the following

- Year 11 Prom.
- Achievement Evenings.
- Reward displays.
- Recognition in the local press.
- Celebration assemblies.
- Reward trips and events.

Communications

- Ensure relevant information for students and staff is communicated through the blue folders, student monitors, bulletins, emails, newsletters or letters as appropriate.
- Ensure that website information is up to date.

Leadership of Tutors

- Lead Tutor Development Meeting as per Calendar (Strategic).
- Lead Tutor briefing meetings (Operational).
- Contribute to CPD for Tutors through the QA programme.

The role of the Personal Tutor

The Personal Tutor is at the heart of pastoral care, guidance and support and is the first point of contact for parents via House Reception.

The Personal Tutor should be, supported, guided and line managed by Heads of Year in order to

- Feel empowered as a Personal Tutor.
- Be fully involved in day to day issues regarding individual students.
- Be at the centre of all communication regarding the Home Group.
- Gain experience and confidence.
- Work proactively and effectively with the Co-Tutor.

The following areas are central to Pastoral Care

- Contribution to excellent and reliable communication.
- Use of robust and clear systems.
- Development of positive relationships.
- Deep knowledge and care for students.

These will need to be supported by

- Positive Behaviour Management: rewards and sanctions.
- Active anti bullying strategies.
- Promotion of Student Voice.
- Support for and development of the Christian Ethos.

The Personal Tutor is responsible for the following aspects, supported by the Co-Tutor

- Building & sustaining positive relationships with students.
- Building & sustaining positive relationships with parents.
- Acting as the first point of contact for students.
- Responding proactively to day to day issues.
- Using the Home Group PowerPoint to inform students of relevant information and messages.
- Maintaining high standards of uniform.
- Monitoring student planners.
- Taking the electronic register daily.
- Monitoring attendance and punctuality
- Planning and delivering the Tutor sessions, supported by a clear Tutor programme.
- Actively promoting the Christian ethos.
- Working with students to deliver Worship.
- Monitoring rewards and sanctions.
- Celebrating success.
- Communicate effectively with other staff to promote achievement.
- Encouraging students to take responsibility.
- Taking part in Academic Mentoring arrangements.

The Personal Tutor also has an active part to play in the role of the Co-Tutor, to involve, encourage, support and inform. There may also be opportunities for joint planning.

The role of the Co-Tutor

Every member of staff at The National Academy is encouraged to take an active part – however small – with students as part of the House system. Most, but not all Co-Tutors, are members of the Support Staff.

The Co-Tutor's whole school role will play a part in determining how much time he/she is able to spend with the Home Group.

Some Co-Tutors may visit several times a week and feel able to take on specific and regular roles. Others may attend assemblies or mentor individual students.

Isolation, SHNKs and Restorative Practice

Isolation

Aims:

- To provide a high level sanction for unacceptable behaviour which focuses on learning and progress.
- To provide opportunities for students to reflect on their behaviour and plan to make better decisions in future.
- To provide students and staff with a framework for a Restorative Practice discussion which helps to build positive relationships.

Procedures:

- The only staff who can request that a student goes into the Isolation Room are members of the ELG and HoYs.
- If a student is to be booked into the Isolation Room, they must be accompanied by one of these members of staff or the person 'on call'. If students arrive on their own, even with a written note, they will be returned to their lesson by the Isolation coordinator.

Resources:

Students will have access to a number of resources to aid them in their learning. These will include:

- Worksheets and books provided by Faculties.
- Pocket posters for each subject to help understand their work.
- Worksheets based on behaviour which students will be required to complete. This will help them to understand the effects and consequences of their behaviour.
- Students will be able to borrow any necessary equipment needed, so there will be no excuse for work not being completed.
- Information posters will be displayed on the walls for students to look at during break and lunch times.

Use of the isolation room:

- Supervision of students will be done by the Isolation coordinator and Inclusion staff.
- Students will not be allowed out at break time and lunch time.
- Students will be escorted to the dining room by the Isolation coordinator at the end of period 4 to collect their lunch, and will return to the isolation room to eat it.
- Students' work, where appropriate, will be put in individual teachers' pigeon holes to be reviewed. It is expected that should a student be placed in isolation they work silently throughout the day. Failure to do this could lead to further sanctions such as repeating the day or an exclusion.
- In case of fire evacuation, students in isolation will be told to join their tutor groups to be registered. They are then required to return to the isolation room when the 'all clear' has been given.
- Students may be given permission to leave the isolation room to use the toilet. The only toilets the students will be permitted to use are in the Green Building. Students will have to wear a toilet pass on a lanyard around their neck and should not be seen in any other area of the academy. If they are seen, please contact the isolation room or on call.
- Students will attend isolation between 8.30am and 16.00. It will be the parent's responsibility to arrange transport home.

SHNK

The National Church of Academy is part of a Fair Access partnership consisting of The Holgate Academy, The Kimberley School and Selston High School. As an alternative to a fixed term exclusion, a student may be sent for a period of time to work in these other schools' isolation facilities. NCEA may provide transportation both to and from the other academy if the student is classified either as vulnerable or in receipt of Free School Meals. Parents will be informed which academy their child will need to attend and the timings. Uniform will need to be worn and a packed lunch must be taken (which will be provided for students in receipt of Free School Meals).

Restorative practice

The Restorative Practice form will be passed to the individual's tutor where a reflection meeting will be held. Upon completion of the final section the RP form must be sent to the respective Head of Year and a copy will be placed in the students file.

It is best practice for the subject teacher to meet with the student before the next lesson where a way forward can be discussed.

The role of the Behaviour Mentor

The Behaviour Mentor will, on occasion, work with targeted students in order to improve their attitude to learning. This will usually involve mentoring sessions at the beginning of the day as well as being on report to them. Period 7 will be used for reflection purposes (3.15 – 4.00pm) and parents will be notified that day either by telephone or text (if agreed previously).

It will be the priority of a BM to work with children with the greatest behavioural needs

Alternative Provision Statement

As per the guidance surrounding Alternative Provision "schools may also direct pupils off-site for education, to help improve their behaviour"

[Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Alternative provision is an educational provision for students who are unable to access full time mainstream education for a number of reasons, or who are unsuited to the mainstream provision at NCEA. NCEA is committed to exhausting all possibilities to ensure that students have the opportunity for success on site in a mainstream environment however there may be occasion where alternatives are sought.

The Epiphany Centre

The academy has its own on-site alternative provision unit, the Epiphany Centre. This is a small provision which caters for students who cannot access mainstream provision.

If a student has exhausted the graduated response for support, the EC can be accessed to deliver a bespoke curriculum offer led by the Alternative Provision Manager and supported by the Alternative Provision Learning Support Assistant.

Should a student be required to attend the EC, the student will remain on roll at the academy. Any student who is placed in the EC will automatically be recognized on the SEN register as receiving SEN support. Students will be required to adhere to the existing academy dress code which can be found as an Appendix to this policy.

Students will adhere to all other rules and regulations found in current academy policies, including expectations regarding attendance.

Parents/guardians will be invited to attend an initial meeting with the Alternative Provision Manager, the Assistant Headteacher (Behaviour and Attitudes) and the Assistant Headteacher (SENCO). During this initial meeting, the following will be established:

- The start and end times of the day
- The entrance and exit arrangements for the building
- The fire and lockdown procedures
- The curriculum offer
- The monitoring process
- The review process

Students will attend the provision for a minimum of 1 academic term.

Off-site Alternative Provision

The academy will only commission provision from the Local Authority Directory of Alternative Provision.

Any student placed in AP will not be 'off-rolled' and their ULN and registration will remain with NCEA.

Families will be offered an EHAF to further support the named student.

Why an alternative provision referral may be made

- a serious behavioural incident that may have resulted in an extended exclusion or a permanent exclusion.
- a student who is struggling to meet the academic and social demands of mainstream education or who may be negatively impacting on their peers.
- a student has had one or more fixed term exclusion and is considered to be at risk of permanent exclusion from the academy. AP is a strategy to avoid permanent exclusion for students and to encourage inclusion in education.
- a student who is not accessing full time education and is at risk of becoming NEET. An alternative provision may provide a better opportunity to progress to a post 16 pathway
- NCEA may feel that respite is needed from the main academy so that a student may change/ negative behaviours so that reintegration to the main academy is successful and risk of permanent exclusion is reduced.
- Students who have a diagnosed health issue may need support to access a mainstream curriculum. Such a decision would only be taken with the advice and guidance from all agencies working with the student in question.

Process and the monitoring of students at alternative provision

NCEA will set up a meeting involving all parties, including parents/ guardians and others as appropriate.

NCEA will clearly explain to families why the alternative provision is being selected. If the provision is being offered as an alternative to permanent exclusion this must be clear to parents so that they are able to make an informed decision.

The notice letter will be sent to parents/ guardians clearly explaining:

- The reasons for the referral to an AP provider
- The aims of the placement

- The period for which the student will be required to attend the placement
- The date and time the placement will commence
- The address the student will need to attend and the name of the person to whom they must report on the first day
- Details of the session times i.e. the time the morning and afternoon sessions start and end

Students must attend the off-site provision as required and parents/ guardians must support this.

NCEA will have weekly contact with the alternative provision provider in question to ensure that the wellbeing and progress of the student is monitored closely.

NCEA will continue to monitor the student's attendance and assist the alternative provision provider in establishing why there are any absences.

The DSL for NCEA will continue to monitor any safeguarding needs.

Contact with the alternative provision provider will be made by the Assistant Principal BAPD and the Assistant Principal SEND.

NCEA will conduct termly reviews of students to which the alternative provision provider, parent and child will be expected to attend.

The Assistant Principal BAPD and Assistant Principal SEND will conduct quality assurance processes for all aspects of alternative provision.

The Assistant Principal BAPD and Assistant Principal SEND will accurately inform professionals where multiple agencies are involved with a student and their family.

A review of this provision will be agreed at each term including discussions about whether the student is ready/ able to attempt to reintegrate back into the mainstream provision.

If the placement appears not to be working or if the student is not attending a review meeting will be held where further options will be discussed. The meeting will reinforce the expectations of the original agreement.

If the placement comes to an end due to the behaviour of the student, a meeting will be convened between NCEA, the AP provider and the family to discuss either a return to the academy or to identify a further AP provider. If these are not viable, and the student's behaviour warrants, a permanent exclusion from NCEA may be issued.

Provision

NCEA has clearly defined provisions for varying need all of which are on the approved Nottinghamshire County Council AP provider list.

Identifying unacceptable behaviour

The following behaviour is unacceptable and will result in sanctions being applied as appropriate. What is an appropriate and reasonable response will depend on the circumstances. Staff will need to make a professional judgement in the spirit of the Behaviour Management guidelines, with help from other colleagues if needed.

The list is illustrative, not exhaustive. The Academy will exercise discretion about any behaviour perceived as anti-social or in any way harmful to the health, safety and well-being of the wider community.

Lower level (tier 1):

- Not cooperating with the uniform guidelines.
- Lateness to lessons.
- Chewing gum.
- Dropping litter.
- Foul language.
- Eating or drinking at inappropriate times – on the way to lessons, in corridors, in classrooms, in toilets etc.
- Not bringing the correct equipment.
- Excessive noise.
- Possession and use of aerosols.

More serious (tier 2):

- Use of mobile phones on academy premises.
- Vandalism.
- Bullying.
- Use of abusive language to members of staff.
- Leaving the site without permission at break and lunchtime.
- Truancy: missing lessons without permission, either by leaving or staying on the site.
- Repeated non co-operation.
- Disruption to learning.
- Disruption to safe movement around the site, including queuing, going into assembly etc.
- Refusal to comply.
- Inappropriate use of internet or other technology.

Very serious (tier 3):

- Any form of sexual violence / sexual harassment regardless of gender
- Any misuse of Covid 19
- Alcohol consumption and possession.
- Bringing any potentially offensive items onto the site e.g. knife, imitation weapon, baseball bat.
- Using or possessing pornographic or sexually explicit material.
- Drug taking/substance abuse and possession of drug related equipment including supply and dealing.
- Smoking and possession of smoking equipment including lighters and e-cigarettes.
- Prejudice related language / behaviour.
- Extortion/ theft.
- Disruption to exams.
- Physical aggression towards a member of staff – threatened or actual.
- Fighting and physical aggression between students/students.
- Use of recording equipment.
- Bringing the Academy into disrepute in the local community.

Sanctions – guidelines, including student statements

It is not always possible to have hard and fast rules for every eventuality.

Adults must use professional judgements and seek support and advice as necessary to decide on the most appropriate action. Within an active principle of equity and fairness, staff should make an informed judgement about what is appropriate, taking into consideration the needs of the child and the most effective way to achieve reconciliation and resolution.

The range of strategies and sanctions will be reviewed regularly. Nevertheless there needs to be:

- consistency
- communication with staff, students and parents
- a sense of obvious fairness
- a hierarchical approach
- flexibility

It is imperative that incidents are recorded on PARs in order for the Head of Year to issue advice and sanctions where appropriate.

Communication

Where an individual student or a class is causing concern it is important to keep the Personal Tutor and Head of House informed.

'Zero Tolerance'

Although this can sound like a perfect solution, zero tolerance policies can sometimes lead to difficulties applying common sense rules to individual situations. For example, a zero tolerance policy about everyone entering a classroom perfectly dressed can mean that a confrontation develops which could have been avoided. A member of staff can feel unable to deal with an issue in his/her own way which could be very effective.

However, there is some behaviour which is clearly unacceptable in any circumstances such as:

- Serious verbal abuse to a member of staff involving swearing, threats or sexual language
- Fighting and other forms of physical aggression
- Tier 3 offences

There is often a 'context' which has to be considered.

Student statements

Incident forms and reliable witness statements will be used to reach a balanced decision about the most appropriate action to be taken.

Students may be required to write statements relating to incidents which they may be part of or witnessed. They will be signed and dated by a member of staff and the student.

Dealing with sexual violence and sexual harassment between children

The academy has taken into consideration the latest government guidance regarding sexual violence and sexual harassment which can be found here: [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92121/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.pdf)

Context

The academy is committed to ensuring that all our students feel safe and supported especially in regards to sexual violence and sexual harassment concerns and the academy has a zero tolerance approach to sexual violence and harassment. Staff are clear that sexual violence and harassment can occur between two children of any age and sex and all staff at the academy are advised to maintain the attitude of **'it could happen here'**

Staff are aware that whilst any report of sexual violence or harassment will be taken seriously, it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Sexual assault

Whilst there is a full and clear description of what constitutes as sexual violence in the DfE guidance (page 10 section 14) it is vital that staff are clear that **"sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/ breasts/ genitalia without consent, can still constitute sexual assault"**

Sexual harassment

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Staff must be vigilant in their understanding of and awareness of sexual comments, sexual "jokes" or taunting, physical behaviour, online sexual harassment which includes non-consensual sharing of nude and semi-nude images and videos.

Reporting abuse, sexual violence and sexual harassment

Students at the academy have a range of ways that they can report abuse, sexual violence and harassment. These include:

- Reporting any incident to any member of staff at any point – staff will take each incident seriously
- Going directly to their Head of Year or Assistant Head of Year
- Seeking the support of any member of the Senior Leadership Team
- Via the 'Worry box' in House Reception which will be emptied each evening at 15.30
- Using www.tootoot.co.uk which will automatically alert the Head of Year via email. Students will need to use this facility outside of the academy hours due to the no mobile phone policy in place

Actions for staff

As with any other safeguarding concerns, the member of staff who is made aware of such an incident must report this immediately via www.myconcern.co.uk - staff must mark this concern as URGENT. Victims must be reassured that they will be taken seriously and they must never be made to feel ashamed for making such a report. If such a disclosure involves an online image, staff must not view or forward illegal images of a child. Staff must make the DSL be aware immediately.

The Designated Safeguarding Lead (or DDSL) will then conduct a thorough investigation using the advice and guidance not only from existing safeguarding training, but KCSIE (2021) and the guidance set out in **Sexual violence and sexual harassment between children in schools and colleges (September 2021)** [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92121/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.pdf)

Advice for staff:

As with any safeguarding matter, the way in which staff responds to a disclosure is vital. Staff must

- listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was;
- consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Staff must adhere to the academy safeguarding policy and report this via MyConcern. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report

Investigation process

1. Student to report any examples of sexual harassment / violence to staff
2. Staff to follow safeguarding protocol and report on MyConcern
3. DSL to investigate or to ask HOY to investigate. Statements must be signed and dated by all parties.
4. Victim to be offered listening referral support
5. Assistant Principal and HOY to agree on sanction as per policy
6. Perpetrator to also complete after school session > educational package

Searching students and confiscating banned items

The academy follows the guidelines set out in the DfE [‘Searching, Screening and Confiscation \(January 2018\)’](#) document.

Searching with consent:

Academy staff –a teacher or someone who has lawful control or charge of the child can:

- Search students with their verbal consent for any item which is banned by the school rules (including student’s bag, locker, pockets).
- Ask the students to turn out their pockets or bag and impose a punishment if they refuse.

Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.

Searching without consent:

Academy staff can search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs and stolen items, tobacco, cigarette papers, fireworks, pornographic images and any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury.

The search must be carried out by:

- The Principal or a member of academy staff authorised by the Principal.
- Someone of the same sex as the student being searched.

There must be a witness who is also a staff member and they should also be the same gender as the student. Eligible academy staff can search if they have reasonable grounds for suspecting that a student is in possession of a prohibited item, e.g. they have heard other students talking about the item or notice a student behaving in a suspicious way. CCTV footage can be used in order to help make a decision to search.

Staff other than security staff can refuse to undertake a search. The Principal will consider whether additional training should be provided for members of staff involved in searches.

The search must be carried out on either:

- Academy premises.
- A trip or visit in England where the member of staff has lawful control of the student.

During the search:

Please see section 9 of the DfE ‘Searching, Screening and Confiscation (January 2018)’ document for more information.

Students may be asked to remove only outer clothing such as hats, shoes, boots, gloves and scarves.

The power to search without consent enables a personal search to take place (removal of outer clothing and searching of pockets), but not an intimate search (which goes further than that).

Lockers can be searched for any item with consent. They can be searched without consent if:

- The student has agreed as part of the condition of having the locker.
- It is suspected that they contain prohibited items.

After the search:

When the search has taken place, so long as ‘it is reasonable in the circumstances’, the member of staff can do the following to items found during the search:

- Confiscate.
- Retain.
- Dispose of.

All the above circumscribed by section 9 of the Education and Inspection Act.

When the search has taken place without consent the member of staff can seize any item they have reasonable grounds for suspecting is prohibited or is evidence in relation to an offence.

Staff must deliver to the police:

- Controlled drugs.
- Weapons or items which are evidence of an offence

In some cases, stolen items should be handed to the police e.g. where the items are valuable (iPods, laptops) or illegal (alcohol/fireworks). However, low-value stolen items such as pencil cases should be returned to the owner.

Where staff are not sure about the status of a drug but believe it could be a controlled drug, they should treat it as such. Alcohol, tobacco or e-cigarettes will not be returned to the student.

Telling the parents:

Parents do not have to be informed or consent sought before a search takes place. There is no legal requirement to make or keep a record of a search, although it is good practice to do so. Individual student's parents will be informed where alcohol, illegal drugs or potentially harmful substances are found.

Changes when the Education Bill becomes law:

1. The list of prohibited items will increase to include pornography, fireworks, cigarettes and other tobacco products.
2. A student may be searched by a member of staff of the opposite sex without a witness if either the staff member believes serious harm will be caused by someone if they do not carry out the search urgently or it is not reasonably practical for the search to be witnessed in this way.
3. If a member of staff has seized an electronic item, they can examine any files on it if they have good reason to do so.

Electronic devices:

The academy follows the guidelines set out in the DfE ['Searching, Screening and Confiscation \(January 2018\)'](#) document section 15. The academy reserves the right to search the data or files on a device where there is a good reason to do so, namely where the data on file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

The use of all personal electronic equipment is prohibited whilst students are on academy grounds.

Fixed term exclusions procedure

If students need to be out of lessons and in isolation whilst the matter is investigated, it is not recorded as a sanction at this stage, as it is a 'holding' position. (Otherwise confusion about 'how much punishment' students have received can arise).

If decision has been made, a student may be booked into isolation, or in some circumstances, it may be decided that parents are asked to collect the student.

If close to the end of the day, students need to be given clear instructions about where to be at the start of the following day i.e. not in lessons and/or not out at break and lunchtime until decision made. Parents will be contacted and the situation explained.

Parents will receive in writing the reason for the exclusion, the period of the fixed term exclusion, the right of the parents to make representation to the governing body, how representation should be made, and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

On occasion, the academy may decide to issue a Fixed Term Exclusion. This will be done following the governments [Exclusion from Maintained Schools, Academies and PRU](#) guidance. The Leadership Team will coordinate statements to be collected and parents will be contacted by the end of the academy day to inform them of the incident and at which stage the investigation is currently at.

It is important to note that when establishing the facts in relation to an exclusion decision the principal must apply the civil standard of proof ie 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the principal should accept that something happened if it is more likely that it happened than that it did not happen.

[Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](#)

Following a fixed term exclusion, any outstanding detentions will be removed from the students record in order to 'start afresh'.

Families and students will be offered at the reintegration meeting support through the following:

1. A referral to Family Services through the EHAF process
2. A referral to the Healthy Family Team
3. A referral to the academy counsellor

Following an exclusion the student in question will be required to attend a re-education programme between 15.15 – 16.00 where a Behaviour Mentor will discuss strategies to avoid further exclusions. This programme will last between 1-3 sessions depending on incident and behaviour record.

Other high level intervention including Police Liaison Officer

This will form the basis of regular discussions with the Assistant Principal: BAPD, HOH and SENCO.

The academy may also from time to time ask the Police Liaison Officer (Ashfield) to meet with students to do short intervention work at school. Whilst not an exhaustive list the academy may ask the PLO to meet with students who have used prejudice related language, any form of sexual harassment, acts of violence or threatening behaviour. All stake holders should familiarise themselves with Tier 2 and Tier 3 offences – any of

which may see the PLO being invited in. Parental consent is not required for these meetings as is intervention work.

Permanent exclusions

Permanent exclusion is the academy's strongest sanction for dealing with poor behaviour. A student who is permanently excluded is, in effect, rejected from the academy community, and has to find another school. This process is far from easy, and can change a child's life. Since students who are permanently excluded usually have to attend another school permanent exclusion often just pushes the problem somewhere else.

The main reasons for permanent exclusion include:

- A serious breach of the academy's behaviour policy
- Persistent breaches of the academy's behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school

Because it is the final sanction that we have, and because it is unjust merely to offload troubled students onto other schools, this is a sanction which is used only rarely. Additionally, the rules around permanent exclusion are designed to discourage its use; there is a hefty financial penalty for each exclusion, and the appeals process can lead to exclusions being challenged and overturned.

As a Christian community, we seek to do everything reasonably possible before rejecting a child from the academy; to 'go the extra mile'. But where the behaviour of one individual is harming others, the interests of the community as a whole have to be given priority.

The academy will follow guidance set out in the governments [Exclusion from Maintained Schools, Academies and PRU](#) guidance.

Inclusion Faculty

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (taken from Code of Practice 2014)

The Inclusion faculty seek to ensure that all learners, regardless of need, accesses education and makes the best possible progress in their time at The Academy.

We are focused on developing self-confidence, independence and self-esteem to enable all learners to overcome any potential barriers to learning.

Our team of highly trained Teaching Assistants, Behaviour Mentors & SEND teacher led by our SENCO, and Behaviour Mentors work alongside students, ensuring the curriculum and learning environments can be accessed by all.

'Have the same concern for everyone. Do not be proud, but accept humble duties. Do not think as yourself as wise. If someone has done you wrong, do not repay him with a wrong. Try to do what everyone considers to be good. Do everything possible on your part to live in peace with everybody.'

Romans 12:16-18

Standard Provision and Enhanced Provisions

The National Academy aims to support all pupils with SEND (Special Educational Needs and Disabilities) through provision that provides reasonable adjustments to cater for individual learning needs. This support is further enhanced by the delivery of a range of training opportunities for all staff relating to a variety of SEND.

Any support or provision that is additional to and/or different to our standard provision, is supported with SEN support provision or EHC where appropriate and close and effective relationships with outside agencies are maintained and nurtured.

Intervention strategies

The Inclusion faculty utilise a variety of intervention strategies to meet the needs of all learners at all stages of their education. These include, but are not exclusive to:

- Progress monitoring
- Reading/ writing
- ARNA/ELSA
- Differentiation of resources/ lesson outcomes
- Small group interventions: self-esteem/ anger management
- Literacy support
- Start and End well
- Enhanced transitions
- Restorative Practice
- Listening services
- Numeracy/ literacy support
- Personalised learning sessions

***'Love is patient, love is kind, it always protects, always trusts, always hopes, always perseveres. Love never fails.'* 1 Corinthians 13:4,7-8**

The duties of the SENCO include:

- preparing and reviewing the Special Educational Needs and Disabilities policy
- overseeing the day to day operation of the SEND Policy and resources
- identifying and assessing students' needs (including monitoring and evaluation)
- formulating and maintaining the SEND Code of Practice Register
- ensuring files are up to date
- coordinating provision for students with SEND
- receiving and collating reports from staff on students with SEND
- assisting with assessments and ensuring submissions for GCSE Access Arrangements are in place
- contributing to the CPD of teaching and non-teaching staff
- Writing and reviewing all SEND reviews and Transition Plans
- Organising and chairing Annual Reviews for students with EHCPs
- liaising with parents, outside agencies and feeder primary schools
- setting up and monitoring curriculum support and withdrawal programmes
- teaching individuals and groups when necessary
- submitting bids to the HLN panel and the AFN Moderation meetings for funding for student support
- coordinating special arrangements for school visits which may include specific additional support and/or the provision of specialist resources/equipment
- Line management of TAs, BMs & SEND teacher , including PIPs advice
- Attendance at and contribution to HOF meetings
- Formulation of Inclusion Team Improvement Plan
- Termly Reporting on SEND to the Governing Body
- Liaising with the Behaviour for Learning Leader
- Maintaining an overview of Inclusion, including the Epiphany Centre

Use of reasonable force

The power to use reasonable force:

All members of academy staff have a legal power to use reasonable force. It can also apply to people who the Principal has temporarily put in charge e.g. an adult volunteer.

Reasonable force can be used to prevent students:

- Hurting themselves or others.
- Damaging property.
- Causing disorder.

Definitions:

Force is usually used either to control or restrain.

Term	Definition
Reasonable	No more force than is needed given the circumstances.
Control	Either passive physical contact such as blocking a student's path or more active physical contact such as leading a student by the arm.
Restraint	To hold back physically e.g. during a fight.

Reasonable force can be used:

- To remove disruptive children from a classroom.
- To prevent a student from behaving in a way that disrupts a school event.
- To prevent a student leaving the classroom where to do so would mean them risking their own safety or others.
- To prevent a student from attacking a member of staff or another student.
- To restrain a student at risk of harming themselves. Reasonable force cannot be used as a form of punishment.

There is a legal duty to make reasonable adjustments for disabled children and children with SEN.

Using force:

- The Principal will consider which staff would benefit from specific training.
- Parents will be contacted if force or restraint have been used and asked to attend a meeting to discuss the incident. (This is not a legal requirement).

Training

The academy has members of staff who have undertaken extra training in regards to the use of reasonable force (MAPA).

Where there is a complaint:

- When a complaint is made the emphasis is on the person making the complaint to prove that the allegations are true and not for the member of staff to show that he/she acted reasonably. The

academy will follow the guidelines set in 'Dealing with Allegations of Abuse Against Teachers and Other Staff

Other physical contact:

It is not illegal to touch a student. There might be physical contact with a student when:

- Holding the hand of a child when walking around the academy.
- Comforting.
- Congratulating or praising.
- Demonstrating how to use a musical instrument or exercises in PE.
- Giving first aid.

SEND special consideration for students with SLD:

As autism is a disability affecting communication, some young people will not be reliable in their ability to inform their parents if force has been used. Communication difficulties may also mean that children with autism do not know what 'appropriate force' is or why they are being disciplined. This makes the need for parents to be contacted particularly important and to ensure that these practices are transparent and accountable. (Using guidance from 'Treehouse', a national charity for autism education).

Discipline beyond the school gate

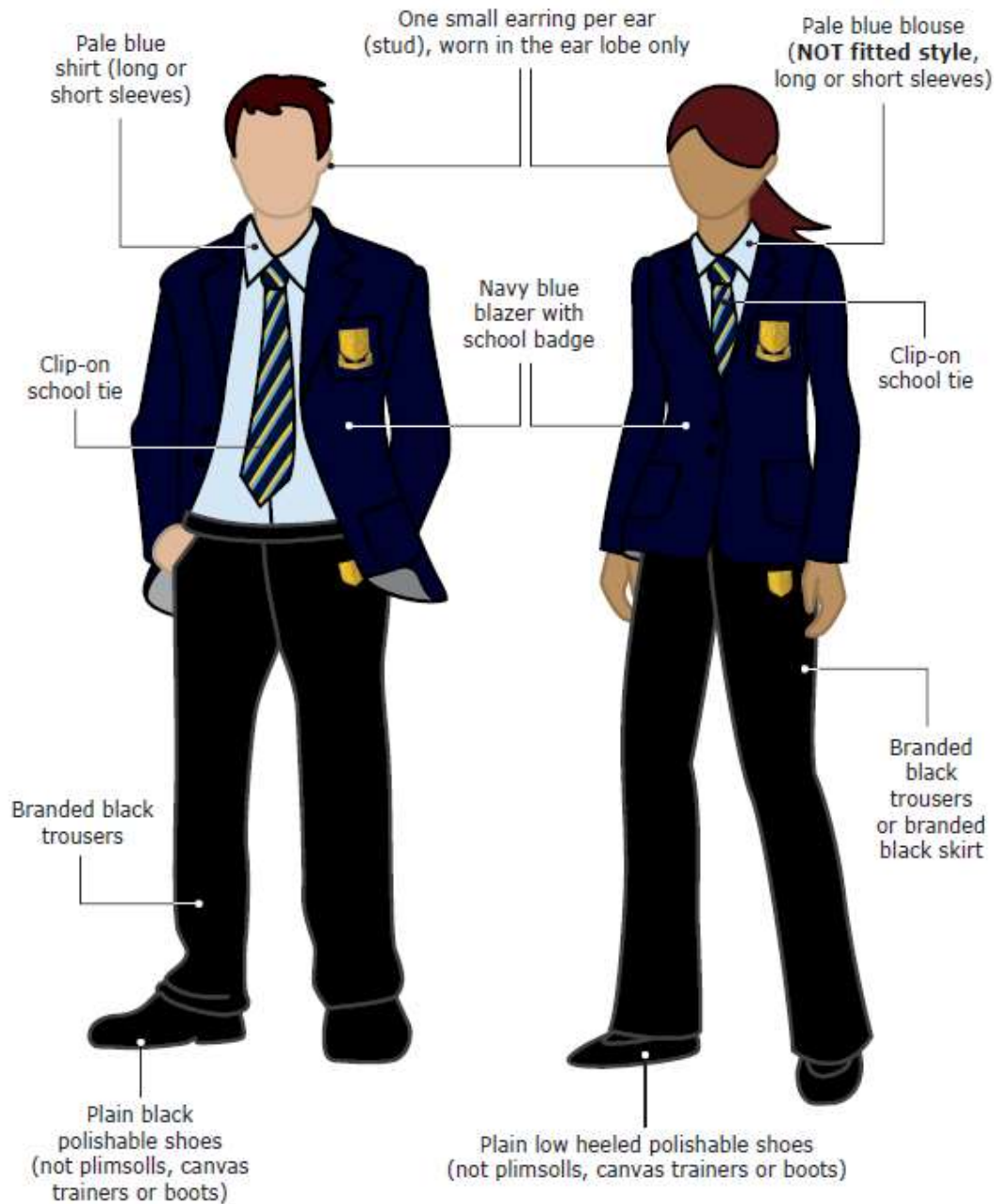
When a student is in the uniform of the National Academy, we expect him or her to behave in a way which reflects our values, and does not harm the academy's reputation. Incidents which take place beyond the school gates during or around the school day will be dealt with in the same way as incidents which take place in school itself. This is the position which we should share with students. Obviously, we cannot in reality be responsible for the behaviour of our students in the community, but they must not be allowed to think that merely because they have left the school gate, they are able to behave badly and not be held accountable. A simple rule of thumb is that if they are wearing our uniform, they are answerable to the academy for their behaviour.

Equality Act and SEND legal duties of schools

See the Single Equalities Policy.

Appendix 1: Dress code, technology and personal possessions

Appropriateness will be at the discretion of the academy. The general principle of this is that if the attire would not be appropriate professional wear in a business environment then it would not be appropriate for students.



Uniform: any items that are not on this list are not permitted in the academy.

- Navy blue blazer with academy badge. Jumpers underneath the academy blazer are not permitted.
- Pale blue shirt (long or short sleeves) tucked in at all times.
- Clip-on academy tie.
- Branded black skirt or branded black trousers.
- Plain, low heeled polishable shoes (not plimsolls, canvas trainers or boots)

Outerwear:

- Must be worn over the academy blazer.
- High visibility clothing for safety, in winter, or on bikes is actively encouraged.
- Hooded / tracksuit tops are not permitted and will not be acknowledged as a coat.

Jewellery, hair, make up and nails:

- Rings are not permitted.
- One small earring per ear (stud), worn in the ear lobe only, which must be removed for PE.
- Other piercings are not allowed and will be asked to be removed.
- One wrist watch is permitted (not a smart watch). Watches must be removed for PE.
- Hairstyles must not attract undue attention to an individual and must only be natural colours and mainstream styles e.g. adding colours such as blue, red and green. Staff discretion will apply.
- Lightly applied natural looking make up only and single colour nail polish only. False eyelashes will not be permitted.
- Artificial nail coverings of any length or type are not permitted. There are health and safety concerns associated with these, especially regarding physical activity. They will require removal.

Personal possessions:

- To prevent loss, please avoid bringing valuables.
- Make sure you keep purses, keys, etc. with you at all times.
- Name/label all personal items.
- Any form of aerosol deodorant is prohibited. Students who wish to apply deodorant after PE must ensure they bring only roll-on deodorants.

Technology

- All forms of mobile technology, including smart watches, are not permitted.

PE Uniform: parents are advised not to purchase items that are not permitted for students use in school.

- Navy/sky reversible rugby shirt with academy logo OR navy/sky/white hoodie shirt with academy logo.
- Navy jogging bottoms with academy logo OR plain unbranded navy jogging bottoms. Joggers must be plain Navy (with no branding) or school badged joggers. (Students arriving with branded (Nike, adidas etc. bottoms, will be issued with an after-school detention)
- Navy/sky sports socks must be worn.
- Navy shorts or skirt with academy logo.
- Navy/sky/white polo shirt with academy logo.
- Trainers and football boots.
- Students can wear plain black or navy skins/ thermal BUT these must be under their PE shorts or t shirt.

Important health and safety equipment:

- Students must have shin pads and gum shields.