



NATIONAL CHURCH OF ENGLAND ACADEMY

Behaviour Policy

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Associated documents:			
<p>NCEA –Anti bullying policy NCEA –Attendance policy NCEA – Child Protection and Safeguarding NCEA – SEND Policy MITRE- Peer on Peer Abuse Policy</p>			
Legislation, statutory requirements and statutory guidance			
<p>This policy is based on legislation and advice from the Department for Education (DfE) on:</p> <ul style="list-style-type: none"> ➤ Behaviour in Academy s - Advice for headteachers and academy staff Feb 2024 (publishing.service.gov.uk) ➤ Searching, screening and confiscation: advice for academy s 2022 ➤ The Equality Act 2010 ➤ Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk) ➤ Keeping Children Safe in Education ➤ Use of reasonable force in academy s ➤ Supporting pupils with medical conditions at academy <p>It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.</p> <p>In addition, this policy is based on:</p>			

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

This policy complies with our funding agreement and articles of association.

Section A: Academy approaches to managing behaviour

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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in academy s: advice for headteachers and academy staff 2024](#)
- [Searching, screening and confiscation: advice for academy s 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained academy s, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in academy s](#)
- [Supporting pupils with medical conditions at academy](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our academy’s approach to preventing and addressing bullying are set out in our anti-bullying strategy which can be located here:

[National Church of England Academy - Academy Policies](#)

5. Roles and responsibilities

5.1 The Local Governing Body

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the academy's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the academy's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the academy's behaviour policy
- › Inform the academy of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- › Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at academy
- › That they have a duty to follow the behaviour policy
 - › The academy's key rules and routines
 - › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Academy behaviour curriculum

The National Church of England Academy's approach to Behaviour centres around our ARCH values. Our values are Aspiration, Respect, Compassion and Humility: an ARCH, underpinned by the two pillars of Wisdom and Service and held together by the keystone, placing God at the centre of our academy.

Aspiration

Christians believe we have each been given unique talents and abilities and we want everyone in our community to use these as fully as possible: academically, and also in the arts, music and sport. *'I can do all things through Christ who strengthens me'* (Philippians 4:13)

Respect

By respecting others, the environment and ourselves we can help to create a better society. *'Show respect for everyone'* (1 Peter 2:17)

Compassion

Christians believe God is a God of compassion. We should actively look to relieve the suffering of those around us. We can show compassion for others through kindness, patience, forgiveness and love. *'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.'* (Ephesians 4:32)

Humility

True humility is about greater self-awareness. We admit our limitations, and recognise the strengths and talents of others. *'In humility value others above yourselves'* (Philippians 2:3)

Wisdom

Wisdom is a way of understanding things, which enables us to see what is true, or right, and to use what we learn unselfishly. *'Blessed are those who find wisdom, those who gain understanding'* (Proverbs 3:13 NIV)

Service

For Christians, everything that we do is in service to God. Whether Christians or not, the idea of service should be central to everything we do.

'Never be lazy, but work hard and serve the Lord enthusiastically' (Romans 12:11)

At the National Church of England Academy, it is God as seen in the life of Jesus and as experienced today through the working of the Holy Spirit who is the keystone holding our community together. *'Anyone who listens to my teaching and follows it is wise like a person who builds a house on solid rock.'* (Matthew 7:24)

6.1 Expected Learning Behaviours:

Routines are in place in order to assist with the smooth running of the academy on a day-to-day basis. Routines assist pupils in attending lessons on time, showing respect to all of those around them and to be fully engaged with the teaching and learning process.

The academy is committed to developing effective learners who are not only aspirational but independent, resilient, engaged and confident. In order to keep pupils safe, we expect pupils to follow instructions from staff first time, every time. Questioning a member of staff's professional judgement and decision making during a lesson, for example, would not be acceptable. Staff will assist pupils in remembering the importance of routines. This will assist pupils in understanding not only what these routines are, but why they are in place.

We expect pupils to move around the site quietly, calmly and safely. Pupils should be using the one-way system and respecting all other pupils on the corridors and those in lessons as a result of split break and lunch times. Pupils should be in their allocated lessons on time and should not be late and should not leave a classroom without specific instructions to do so from their subject teacher. Under no circumstances should a pupils not attend a lesson by internally truanting as this is a safeguarding concern.

We expect all members of the community to be respectful at all times and respect is a key ARCH value of the academy. Learning good manners is an integral part of growing up and will help pupils moving forward to Post 16 education and in the world of work. We expect pupils to be respectful to staff who help create a positive learning environment and keep them safe, who provide them with quality first teaching and a well presented and well-kept site. Pupils are expected to be respectful to each other including online through any form of social media. Pupils should keep the site clear from litter and not vandalise or graffiti. Pupils should wear the academy uniform correctly with pride at all times and should also be mindful of being respectful to our neighbours and the local community when travelling to and from academy .

Rudeness towards any member of staff is not necessary and will not be tolerated. We expect our pupils not only to comply with our academy rules and routines, but to comply with politeness and respect. Each lesson centres around the mantra '**Every lesson at National we are**':

1. Polite to all around us
2. Equipped and ready to work
3. Respectful of others learning
4. Proud of our presentation
5. Engaged with our learning

Our pupils are therefore expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the academy
- Treat the academy buildings and academy property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside academy or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.2 Mobile phones

This section of the policy aligns with the DfE's non-statutory guidance on [Mobile phones in schools](#).

Main School

The main school operates as a mobile phone-free environment throughout the school day. This approach supports high standards of behaviour, strong learning routines, pupil wellbeing and effective safeguarding.

While pupils may choose to bring mobile phones or personal electronic devices onto the school site, they do so at their own risk. Any such device must remain switched off and out of sight at all times during the school day. This includes all times from entering the school site until leaving at the end of the day and applies to lessons, corridors, social times, assemblies, break and lunchtime.

The school does not accept responsibility for the loss, damage or theft of any personal electronic devices brought onto the school site.

Failure to follow this policy will be treated as a breach of the Behaviour Policy. Sanctions will be applied in line with school procedures and may include confiscation of the device, detention, parental contact or further consequences where safeguarding concerns arise. Refusal to hand over a device when requested will be treated as a serious breach.

Mobile phones must not be used to contact parents or carers during the school day. In cases of illness or emergency, pupils must speak to a member of staff, who will ensure that contact with home is made where appropriate. If parents or carers need to communicate with their child during the school day they should contact the school office by email or telephone, and a message will be passed on to the pupil where appropriate.

Where parents or carers believe that there are exceptional circumstances that require their child to be able to access a mobile phone during the school day, such as for medical reasons or as a reasonable adjustment for a pupil with special educational needs, this should be agreed with the school. In such cases, exemptions may be agreed for use of a mobile phone for specific purposes, rather than for general use.

Sixth Form

As young adults, sixth form students are given increased independence and expected to act responsibly. Students in Years 12 and 13 are permitted access to their mobile phone at certain times and in certain locations. Mobile phones are not permitted to be used in lessons or in movement times around the school. Mobile phone use is only permitted in dedicated sixth form locations within the school building, and never in the presence of younger pupils. Any misuse of mobile phones or other electronic devices, such as taking photos, audio or video recording without consent, malicious communications or bullying will be dealt with as a serious breach of the Behaviour Policy.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the academy .

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

In order to support this, each classroom will have a Behaviour for Learning Ladder displayed. This is designed to give pupils choices and to support teaching and learning. Low level disruption cannot be tolerated as it impedes on the learning of not only the pupil in question but those around them. The behaviour ladder is part of the academy's graduated response and supports all children, including those

with SEND, to take time to reflect, process information and self-regulate. The member of staff will remind pupils of the behaviours that are expected. Staff will support pupils by explained what has gone wrong, what should happen next and by focusing on the behaviour and not the pupil . Pupils will be given a short period of time to amend any negative behaviours however will be expected to conform to the understanding that the teaching and learning process must continue uninterrupted.

Pupils should start the lesson on a positive note by ensuring they are dressed correctly and have the correct equipment for that particular lesson. They should greet their teacher with politeness and enthusiasm and wait to be seated. Likewise, at the end of a lesson, pupils should stand quietly behind their chairs and wait to be dismissed.

Pupils will have opportunities to correct their behaviour at Level 1 (first warning) and Level 2 (second warning) before a formal sanction is given. Staff will use a range of strategies and sanctions to support pupils including

- a verbal reprimand
- a visual reprimand (on the board for example)
- changing a pupil 's position in class
- speaking to the pupil briefly outside the classroom

Should a pupil reach Level 3 they will be placed in an after-academy detention for one hour. Staff will contact home with details regarding the incident(s) which led to the L3 being issued.

If the pupil has failed to respond to the multiple interventions listed above and continue to disrupt the learning of others they will receive a Level 4 and On Call will be requested again. The pupil in question will then be expected to attend Removal and Reflection (R&R) until 16.00. A pupil will be expected to complete 5 periods of learning and a period 6 until 16.00. Academy leaders may decide to delay the start of R&R until the beginning of the next working day.

There may be exceptional circumstances where staff may require immediate support, thus missing levels.

7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy 's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the academy 's behaviour culture.

Positive behaviour will be rewarded with

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Being awarded 'Star of the Lesson'

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after academy
- Loss of privileges – for instance, the loss of a prized responsibility
- Academy-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom as per the Behaviour Ladder including the use of Removal and Reflection
- A SHNK sanction
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When establishing the facts in relations to an incident, staff must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more than likely than not a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that staff should accept that something happened if it is more likely that it happened than that it did not happen. Incident forms and reliable witness statements will be used, whenever possible, to reach a balanced decision about the most appropriate action to be taken.

Pupils 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 pupil.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy . This means misbehaviour when the pupil is:

- Taking part in any academy -organised or academy -related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a academy -organised trip).

When a pupil is in the close proximity 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 academy gates during or around the academy day will be dealt with in the same way as incidents which take place in academy itself. Obviously, we cannot in reality be responsible for the behaviour of our pupils in the community, but they must not be allowed to think that merely because they have left the academy gate, they are able to behave badly and not be held accountable. The academy will consider a number of factors should incidents occur outside of the academy premises. These include whether the pupil in question poses a threat to another pupil; whether the action has repercussions for the orderly running of the academy ; whether the action could adversely affect the reputation of the academy .

7.7 Online misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or the Assistant Headteacher for Behaviour will make the report.

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

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

8. Serious sanctions

8.1 Detention

Parents are aware of our policy and expectations prior to sending their child(ren) to NCEA. It is therefore an expectation parents support our policies. The DfE guidance for Behaviour in Academies (July 2022) states "**parental consent is not required for detentions**". :

Pupils can be issued with detentions during break, lunch or after academy during term time.

The academy will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Parents would need to clearly outline to the academy why a detention could not be carried out on a certain date considering the following points.

Regardless of any change to education law, we will aim to give parents at least 24 hours' notice of an after-academy detention. Detentions will not be rescheduled for other evenings at parental requests. From a safeguarding perspective should a pupil not attend a detention we will enquire where the pupil has been. It will be the parents / guardians responsibility to arrange suitable travel arrangements for the pupil and it does not matter if making these arrangements is inconvenient for the parent (page 22 – Behaviour in Academies, July 2022). It is the responsibility of staff to ensure that the pupil knows when and where the detention will take place. Parents should also support the academy by checking Talaxy details which will confirm when detentions are scheduled.

Uniform and punctuality are essential in setting high standards and creating a positive learning environment. It is not acceptable for students to arrive late to school or lessons, as punctuality is vital for safeguarding, learning, and developing responsibility and respect for others. Equally, students are expected to attend school in the correct uniform at all times. Parents and carers play a crucial role in ensuring that children arrive on time and properly dressed, including wearing the correct blazer, tie and school shoes. These expectations help prepare students for future education and employment, where punctuality and presentation are essential life skills.

Where students fail to meet these expectations, appropriate sanctions will be applied. This may include break-time, lunchtime or after-school detentions. These consequences are in place to reinforce high standards and to ensure that all students understand the importance of punctuality and correct uniform.

As a supportive measure, pupils will be placed in a Compulsory Catch Up detention if they fail to submit an assessed piece of homework by the deadline set by their subject teacher. Pupils may also be placed in a CCU if they fail to fully engage with the teaching and learning process during a lesson. Failure to attend either a Head of Year or a Compulsory Catch Up detention will result in a Senior Leadership detention on a Friday evening until 16:30. Failure to attend this detention will result in the pupil being placed in Removal and Reflection on the following Monday. Should a pupil receive 3+ detentions in a week they will be placed into Removal and Reflection. Senior Leaders have the authority to issue detentions after academy for pupils who show examples of misbehaviour or inappropriate language to staff.

Reason	Timing	When
Reaching L3 of the Behaviour Ladder / internal truancy / multiple examples of poor punctuality	15.10-16.10	Daily
Failing to submit an assessed homework	15.10-15.45	Daily
Failing to attend a scheduled detention / removal from a scheduled detention / significant breach of the Behaviour Policy	15.10-16.30	Friday
Accumulation of lates / uniform concerns Failing to attend a 30 minute detention	15.15 - 15.45	Daily

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by pastoral support officers and will be removed for a maximum of no more than three academy days in succession.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- The allocation of a pastoral support officer
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Access to the Epiphany Centre
- Sessions with the Academy Early Intervention Officer from Nottinghamshire Police
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Removal and reflection

8.3.1 Aims and procedures:

- To provide a high-level sanction for unacceptable behaviour which focuses on learning and progress.
- To provide opportunities for pupils to reflect on their behaviour and plan to make better decisions in future.
- To provide pupils and staff with a framework for a restorative practice discussion which helps to build positive relationships.
- The only staff who can request that a pupil goes into the Removal and Reflection room are members of the ELG and HOYs.
- If a pupil is to be booked into the Removal and Reflection room, they must be accompanied by one of these members of staff or the person 'on call'. If pupils arrive on their own, even with a written note, they will be returned to their lesson by the Removal and Reflection coordinator.
- Pupils can be referred to R&R for extremely disruptive or unsafe behaviour; for reaching L4 of the behaviour ladder; for defiance and/ or refusing to comply with reasonable requests issued by staff; as a holding measure whilst an incident is being investigated.

8.3.2 The use of Removal and Reflection:

- Supervision of pupils will be done by Pastoral Support Officers and Inclusion staff.
- Pupils may be placed in R&R following an incident which is being investigated internally in order to provide a safe space to provide a written statement
- Work will be provided by both faculties and PSOs.
- Pupils will remain in the Removal and Reflection area during social times.
- Pupils will be escorted to the dining room by the Removal and Reflection coordinator at the end of period 4 to collect their lunch, and will return to the Removal and Reflection room to eat it.

- Pupils' work, where appropriate, will be put in individual teachers' pigeon holes to be reviewed. It is expected that should a pupil be placed in Removal and Reflection they work calmly, quietly and respectfully throughout the day. Failure to do this could lead to further sanctions.
- In case of fire evacuation, pupils in Removal and Reflection will be told to join their tutor groups to be registered. They are then required to return to the Removal and Reflection room when the 'all clear' has been given.
- Pupils will attend Removal and Reflection between 8.45am and 16.10. It will be the parent's responsibility to arrange transport home.
- If pupils misbehave whilst in attendance they will be given a reminder with up to three warnings and will be removed to have a reinforcement conversation with the On Call member of staff. Any further misbehavior will result in referral to the Assistant Headteacher Behaviour & Attitudes and the Headteacher where a suspension or an alternative to a suspension sought.

8.4 Removal to alternative academies (SHNK)

The National Church of Academy is part of a Fair Access partnership consisting of The Holgate Academy, The Kimberley Academy and Selston High Academy. As an alternative to a suspension, a pupil may be sent for a period of time to work in these other academies' removal facilities. NCEA may provide transportation both to and from the other academy if the pupil is classified either as vulnerable or in receipt of Free Academy Meals or in other exceptional circumstances. 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 pupils in receipt of Free Academy Meals). Bringing the academy into disrepute whilst on a SHNK, or refusal to attend, will result in an escalation to a more serious sanction.

Should a pupil have a risk assessment which is appropriate to share with the SHNK academy in question, this will be shared in advance.

Pupils placed on a SHNK remain on our roll and their attendance is monitored.

8.5 The Epiphany Centre

The academy has its own on-site alternative provision unit, the Epiphany Centre (the EC). This is a small provision which caters for pupils who are struggling to access mainstream provision. 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 pupil be required to attend the EC, the pupil will remain on roll at the academy. Any pupil who is placed in the EC will automatically be recognised on the SEN register as receiving SEN support. Pupils will adhere to all other rules and regulations found in current academy policies, including expectations regarding attendance and uniform. Parents/guardians will be invited to attend an initial meeting with the Alternative Provision Manager. 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

Pupils will attend the provision for a period of time determined by the leaders at the academy, unless there are exceptional circumstances which can only be authorised by the Headteacher. Parental permission is not required to attend the EC.

8.6 Off-site Alternative Provision

As per the guidance surrounding Alternative Provision “academy s 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 pupils 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 pupils have the opportunity for success on site in a mainstream environment however there may be occasion where alternatives are sought.

Where the academy deems it appropriate, a child may be directed to attend Alternative Provision. The academy will only commission provision from the Local Authority Directory of Alternative Provision.

Any pupil 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 pupil. Attendance at any alternative provision is a decision for Academy leaders alone, dependent on a place being available and whether it is suitable. Parents may not direct their child(ren) to alternative provision.

Why an alternative provision referral may be made:

- a serious behavioural incident that may have resulted in an extended suspension or a permanent exclusion.
- a pupil who is struggling to meet the academic and social demands of mainstream education or who may be negatively impacting on their peers.
- a pupil has had one or more suspensions and is considered to be at risk of permanent exclusion from the academy. AP is a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education.
- a pupil 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 pupil may change/ negative behaviours so that reintegration to the main academy is successful and risk of permanent exclusion is reduced.
- Pupils 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 pupil in question.

8.6.1 The process and the monitoring of pupils 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 pupil will be required to attend the placement
- The date and time the placement will commence
- The address the pupil 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

Pupils 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 pupil is monitored closely.

NCEA will continue to monitor the pupil'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 Headteacher BAPD and the Alternative Provision Manager. NCEA will conduct termly reviews of pupils to which the alternative provision provider, parent and child will be expected to attend. The Assistant Headteacher BAPD and Alternative Provision Manager will conduct quality assurance processes for all aspects of alternative provision. The Assistant Headteacher BAPD and Alternative Provision Manager will accurately inform professionals where multiple agencies are involved with a pupil and their family.

A review of this provision will be agreed at each term including discussions about whether the pupil is ready/ able to attempt to reintegrate back into the mainstream provision. If the placement appears not to be working or if the pupil 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 pupil, 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 pupil's behaviour warrants, a permanent exclusion from NCEA may be issued. We are not guaranteed places/availability at any alternative provision providers

8.7 Suspension and permanent exclusions

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-academy sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to Section B for more information.

9. Pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must co-operate with the local authority and other bodies

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

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

The academy has several adaptations in place to support pupils with and identified SEND. Whilst the list below is not exhaustive, it does give an indication of such adapted provisions:

- Reflection cards- these are allocated at the discretion of the Assistant Headteacher SENCO and the Assistant Headteacher Behaviour and Attitudes.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Small group interventions.
- Use of a sensory room where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the academy to sanction the pupil for the behaviour.

The academy will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. The SEN Code of Practice states (point 57) "A academy should not assume that because a child has SEND it must have affected their behaviour on a particular occasion – this is a question of judgement for the academy on the facts of the situation."

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the academy will co-operate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Further information about EHC plans can be found via the SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page>

10. Pupil support

Some pupils require additional support to improve their behaviour.

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy .

This may include having access to a pastoral support officer or spending a period of time in the Epiphany Centre. The SENCO may also offer advice and support in order to help pupils understand their behaviour.

11. Pupil transition

Inducting incoming pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture. There is an enhanced provision of transition from key stage 2 to key stage 3 which involves comprehensive information gathering from primary academy s. A programme of additional support is offered to the most vulnerable pupils in addition to the whole academy transition process, identified by primary academy SENCOs. It is an expectation that parents/ carers who are invited to this induction process attend as many sessions as possible in order to support their child

12. Staff training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Liaison with other agencies

If appropriate, the academy will offer support to parents and carers via a range of mechanisms including EHAFs, referrals to the Healthy Family Team and any other agency relevant to the child / family circumstances.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Child on Child Abuse Policy
- Physical restraint policy
- Anti-Bullying Policy

Appendix 1: Behaviour for Learning Ladder – Pupil Version

The graphic shows a ladder structure with two vertical posts. The left post features the National Catholic Education Academy logo. The right post has the acronym 'ARCH' at the top, with 'WISDOM' written vertically on the left side and 'SERVICE' on the right side. The ladder is divided into levels, with the bottom level highlighted in red.

Behaviour for Learning Ladder (student version)

Level 4

- 1) On call and Removal and Reflection until 16.10
- 2) Behaviour Point (-1)
- 3) Your teacher will call home to discuss your behaviour

Appendix 2: 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 pupils. Sanctions such as detentions will be applied for uniform indiscretions such as shirts being untucked

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 black, low heeled polishable shoes.

Outerwear:

- Must be worn over the academy blazer.
- High visibility clothing for safety, in winter, or on bikes is actively encouraged.
- Hooded / tracksuit tops / sports jackets are not permitted and will not be acknowledged as a coat.
- Hats/ baseball caps are not be permitted unless specifically advised by the leadership team (for example in extreme heat)
- Clothing such as balaclavas are not tolerated under any circumstances and should not be brought onto the premises

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. Pupils who wish to apply deodorant after PE must ensure they bring only roll-on deodorants. Aerosols will be confiscated.

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 pupil s use in academy .

- 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 academy badged joggers. (Pupils arriving with branded (Nike, adidas etc. bottoms, will be issued with an after-academy 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 are required as are shin pads and gum shields
- Pupils can wear plain black or navy skins/ thermal BUT these must be under their PE shorts or t shirt.
- Pupils must continue to wear the academy blazer on their PE day. Pupils must only attend the academy in PE kit on their allocated PE day(s). Attending the academy in PE kit on a non PE day will result in a sanction applying.

Pupil Premium Support

Parents/ carers whose child(ren) are in receipt of the Pupil Premium funding can contact the Deputy Headteacher, Mr Hawkins at pupilpremium@nationalacademy.org.uk for support and information regarding uniform pop up shops.

Appendix 3: Home Academy Agreement

HOME ACADEMY AGREEMENT



NATIONAL
CHURCH OF ENGLAND

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. Students, parents and the academy together will work in partnership by agreeing to:

The academy will:

- Encourage high expectations and pride in **Aspiration** 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 with **Compassion**.
- Teach **Humility** by example.



..... Headteacher

Parents/guardians will:

- Promote and support the academy vision of living '**life in all its fullness**' (**John 10:10**).
- Support the academy values of **Aspiration, Respect, Compassion and Humility – underpinned by Service and Wisdom**.
- Support **all** academy policies.
- Work positively with staff for the benefit of their children.
- 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.
- Ensure your child causes zero disruption to the local community, especially whilst wearing the academy uniform

.....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 Aspiration, Respect, Compassion 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 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 if late and speak to the attendance officer.