



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

Noel-Baker Academy Behaviour Policy

Date updated: Autumn 2024 by Chrissie Sargent, Assistant Head teacher

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

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1.1 Introduction

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

Equality Statement

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

We expect outstanding behaviour from every student.

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

Objectives;

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

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

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

- ✓ Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.
- ✓ The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- ✓ Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanction.

- ✓ The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of students.
- ✓ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- ✓ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- ✓ Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school bringing the academy into disrepute.
- ✓ Teachers have a power to impose detention outside school hours.
- ✓ Teachers can confiscate pupils' property including mobile phones, headphones and jewellery.

Definitions

At Noel-Baker Academy, misbehaviour is defined as:

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

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

At Noel-Baker Academy serious misbehaviour is defined as:

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

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

At Noel-Baker Academy bullying is defined as:

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

Bullying is therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • 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, this includes harmful online challenges and hoaxes.

Supporting students

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

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

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

Outside agencies may include:

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

House system

In September 2021 we moved to a house system. This consists of 4 houses: LEAD, EMPOWER, ACHIEVE and DRIVE.

Noel-Baker Academy House System

At Noel-Baker Academy, we believe passionately that our students are entitled to the same breadth and depth of provision as a student attending any of the best schools in the country. We know that we are on a journey towards greatness and that with persistent effort, hard work and patience, amazing things can and will be achieved for and by our young people. As part of this journey, we have a House system.

What is our HOUSE system like?

Our House system consists of four Houses linked to our core values; LEAD, EMPOWER, ACHIEVE and DRIVE. Each House is led by their Head of House.

Student form groups are in year groups.

Students representing the Student Leadership team wear a unique tie to identify their responsibility.

Why do we have a House system?

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

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

All siblings remain in one House to allow a single point of contact with their designated House Leader, where possible.

Break times take place in zoned year group spaces and lunchtimes take place in Houses. All Houses will have a designated lunchtime. These slots will be 40 minutes long to allow all students the opportunity to have their lunch and reduce the need to queue through our new ordering system.

What are the benefits of having a House system?

The House system:

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

Staffing

Pastoral Staffing	
Behaviour Intervention Lead	Mr Fox
Head of Lead House	Ms Murphy
Head of Empower House	Ms Fearn
Head of Achieve House	Ms Bhogal
Head of Drive House	Mrs Hooley
Pastoral Support Officer for Lead House	Ms Laing
Pastoral Support Officer for Empower House	Ms Calladine
Pastoral Support Office for Achieve House	Ms Kemm
Pastoral Support Office for Drive House	Ms Patrice
ACE Manager	Ms Delaney
Behaviour Mentor: ACE	Mrs Bram
Behaviour Mentor: ACE	Miss Burton
Education Welfare Officer	Ms Mills
Education Welfare Officer	Ms Heath

Attendance Admin Assistant	Ms Drummond
Safeguarding Officer – Lead and Empower	Ms Fox
Safeguarding Officer – Achieve and Drive	Ms Flude

2.1 Code of Conduct – Rules and Expectations

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

General Rules

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

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

Lesson Rules

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

- ✓ Arrive on time to the classroom, enter in silence;
- ✓ Greet and be greeted by the member of staff;
- ✓ Complete the ‘Do Now’ task in silence in order to consolidate learning;
- ✓ Follow instructions – first time using SLANT;
- ✓ Listen to the person who is talking;
- ✓ Speak appropriately at all times;
- ✓ Have self-respect, respect for others and respect for all staff – STEPS;
- ✓ Respect other people’s views and their property;
- ✓ Stay focused on the learning in the lesson and complete all work;
- ✓ Use SPEAKERS when giving a verbal response;
- ✓ Follow Health and Safety guidelines for all subjects;
- ✓ Students are expected to complete self-study set and on time.
- ✓ Students are expected to complete every piece of work set to the very best of their ability;

- ✓ Students are expected to try their best, have pride in their learning and set high goals for achievement.

3.1 Behaviour responsibilities

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

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

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

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

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

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

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

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

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

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

<p>AGB (Governors)</p>	<ul style="list-style-type: none"> • Visit the school and lessons to see the quality of Teaching and Learning and behaviours of the students within the Academy. • Attend the parent’s forum and governors meeting to further develop the Academy. • Monitor rewards and behaviour trends. • Attend meetings for students who are issued final warnings/permanent exclusion due to their behaviour. <p>Noel-Baker Academy expects the Academy Governing Body (AGB) to provide clear guidance to its academy relating to:</p> <ul style="list-style-type: none"> • Screening and searching pupils (including identifying in the school items which are banned and which may be searched for); • The power to use reasonable force or make other physical contact; • The power to discipline beyond the school gate; • Pastoral care for school staff accused of misconduct; and • When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
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4.1 Training of Staff

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

5.1 Behaviour, rewards and sanctions

At Noel-Baker students are expected to demonstrate positive behaviour at all times, this is achieved through the high standards and expectations set by the academy fostering mutual respect between all stakeholders. **(REF: Appendix 1)**

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

<p style="text-align: center;">Lateness</p> <p>Arriving late for the start of the Academy day or late to lessons during the Academy day.</p>	<p style="text-align: center;">Disruption</p> <p>Talking or chatting. Not listening; Refusing to work / producing an inadequate work Shouting out; Inappropriate language; Using a mobile phone Chewing, eating or drinking, Making noises, tapping, throwing things, wandering around the room</p>	<p style="text-align: center;">Lack of Equipment</p> <p>All student should have basic equipment as follows:</p> <ul style="list-style-type: none"> ✓ A strong sensible bag ✓ Pen, pencil and a ruler, rubber and highlighter <p>Forgetting or failing to complete self study;</p>
<p style="text-align: center;">Non-compliance</p> <p>Talking over a teacher; Answering back Not following instructions; Being rude; Arguing with a teacher; Not wearing correct uniform; Walking out of lesson</p>	<p style="text-align: center;">Damage to Property</p> <p>Deliberate misuse or damage to the property of another student or a member of staff; Deliberate damage to Academy buildings, fittings or equipment; Vandalism.</p>	<p style="text-align: center;">Uniform / Jewellery</p> <p>Failure to wear the correct uniform. Wearing jewellery other than that permitted as set out in the Student Planner/Uniform Expectations.</p>
<p style="text-align: center;">Litter</p> <p>Dropping litter within the building or anywhere on the Academy site.</p>	<p style="text-align: center;">Swearing</p> <p>Using unacceptable language particularly when directed at another student or staff member.</p>	<p style="text-align: center;">Bullying – All types for example:</p> <p>Cyber / online bullying; Physical bullying; Verbal bullying Threatening behaviour</p>
<p style="text-align: center;">EDI incident</p> <p>Using racially offensive language or gestures, particularly towards a student or staff member.</p>	<p style="text-align: center;">Theft</p> <p>Taking an item without permission from the owner.</p>	<p style="text-align: center;">Smoking</p> <p>Smoking or carrying materials on the Academy site, whilst in Academy uniform, travelling to or from school/on visit</p>

<p style="text-align: center;">Drinking</p> <p>Drinking or in possession of alcohol on the Academy site, whilst in Academy uniform, travelling to or from school or on an Academy visit or activity.</p>	<p style="text-align: center;">Drugs</p> <p>Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from school/ on a visit. Any involvement in illegal drugs</p>	<p style="text-align: center;">Offensive Weapons</p> <p>Carrying any offensive weapon on the Academy site, whilst in Academy uniform, travelling to or from school or on an Academy visit or activity.</p>
<p style="text-align: center;">Verbal Assault</p> <p>Any outburst of aggressive, violent or threatening language directed at a student or staff member.</p>	<p style="text-align: center;">Physical Assault</p> <p>Any physical, aggressive or violent attack against another student or staff member; Fighting between students;</p>	<p style="text-align: center;">Sexual assault</p> <p>An act in which one intentionally sexually touches another person without that person's consent, or coerces or physically forces a person ...</p>
<p style="text-align: center;">Sexual harassment</p> <p>The use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault.</p>	<p style="text-align: center;">The use of derogatory language</p> <p>expressing a low opinion of someone or something : showing a lack of respect for someone or something.</p>	<p style="text-align: center;">Child-on-child abuse</p> <p>Including measures to prevent child on-child abuse and the response to incidents of such abuse</p> <p style="text-align: center;">Any other extreme behaviours including inciting others to extreme behaviours.</p>

5.2 Behaviour Procedures

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

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

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

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

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

As a result, on call will arrive at the lesson and the student will be removed from the lesson and taken to RESET where they will work for a set period of time. The pastoral support assistants will log the incident on Go4schools and add in the notes section the information regarding the C2 so that the relevant staff can see the reason for the C2. Parents/carers will receive communication through email or text to inform them that their child has received a C2. Staff in RESET will facilitate and support with the learning of all students.

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

Students are expected to complete a detention from 3.05pm until either 3.30pm or 4:00pm. This will be determined by the nature of the behaviour incident and whether the student has complied following the issuing of a C2. Students complete a detention with a senior leader and the pastoral team.

Time is set aside to enable staff to conduct a corrective conversation with the students where the ownership is on the student to apologise for their actions and the disruption of learning. This conversation is a key step in the behaviour process as it allows for the student to end the day positively by apologising for their behaviour to the teacher allowing for a fresh start next lesson. Staff have a suggested script for these conversations and students are supported in this process.

The reflection room operates an attitude to learning and warning system. Students receive up to 4 warnings in the reflection room throughout the day with the 5th being recorded as the student failing the day. Students will be supported by their pastoral team and SLT when issued warnings in the hope they make positive choices. If the student continues to not meet expectation, it is deemed they have failed and will repeat the day in RESET, for the entire day, the following day. Parents/carers will receive communication of this. All warnings are logged to allow the students to have clarity on their progress throughout their time in the behaviour room. If behaviour does not improve then the student may serve further sanctions within RESET or be escalated through the tiered approach system.

The system of applying consequences can be found in Appendix 2

Rewards

Celebrating success of our students is pivotal to recognise the high standards, effort, achievement and respect they demonstrate on a daily basis. Students will be rewarded for their attendance, positive behaviour and conduct within the academy, as well as attending co-curricular and enrichment activities. All rewards issued are recorded on Go4Schools which can be accessed by parents/carers.

Noel Baker Academy links reward points to the house system to recognise positive behaviour. Each point achieved contributes to the overall totals for the 4 houses.

Each lesson staff 'strive for 5' – issue at least 5 reward points per lesson. In addition, an extraordinary reward is issued in the form of a praise postcard to students who have gone above and beyond. (See appendices for further details).

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

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

The system of applying rewards can be found in Appendix 2

5.3 Behaviour Curriculum

The behaviour curriculum consists of 4 areas; REFRESH, REBOOT, RESET and our Behaviour Mentoring programme, REFINE. Each aspect of our behaviour curriculum is to ensure students understand the benefits of positive behaviour, take responsibility and are accountable for their behaviours and to provide them with practical strategies in order to self-regulate and manage their behaviour.

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

REBOOT is a supportive measure for our repeat offenders; those who regularly struggle to make positive behaviour choices. Reboot takes place during the final week of each half-term. Behaviour data is analysed and students receiving the highest number of C2's are delivered a specific Reboot programme, in small groups. Each reboot has a specific focus and this is based upon the needs of those students identified.

RESET is where students are isolated when they have received a C2. The work completed in the reflection room is done in purple books using information booklets. These booklets contain key revision for each subject area. The purpose of this is to ensure all students are completing high quality

work. This prevents gaps in knowledge that could otherwise occur, if students are not in their timetabled lessons. Completing work in their purple books allows students to share their work with their classroom teacher which enables the checking of student work.

REFINE is our behaviour Mentoring programme where referrals are made by Heads of House to the Behaviour intervention manager. Students complete a questionnaire and as a result receive a score. Students are ranked on their score and a pathway is identified for them, based specifically on their needs. Students will have 1 to 1 behaviour mentoring sessions, following either a 4 or 6 week pathway. During sessions, students are able to discuss the problems they are facing but also work with the behaviour intervention manager to understand practical solutions to support and provide them with tools to be more successful. Please see appendix 10.

Behaviour Curriculum documents can be found in Appendix 9

5.4 Detentions

If a student receives a C2 in the lesson, they will automatically stay until 3.30pm, for a detention. If a student has received warnings or has not complied they will stay in detention until 4pm. The Academy will inform parents via school comms. If students do not complete the detention without a valid reason they may face a further day in RESET. Valid reasons include where a student has a prior appointment where the parent/carer can provide evidence.

What the Law Allows:

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

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

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

Parental consent is not required for detentions.

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

Detentions outside academy/school hours:

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

- ✓ Whether the detention is likely to put the student at risk.
- ✓ Whether the student has known caring responsibilities, which mean that the detention is unreasonable.

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

5.5 Behaviour Panels

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

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

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

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

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

5.5 Internal Exclusion/off site internal exclusion

A tiered approach is applied to behaviour and Internal Exclusion in RESET and is used for incidents that are deemed more serious than a C2. This could mean a student working in Internal Exclusion for up to a 5 day period with key senior staff.

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

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

5.7 Suspensions/exclusions

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

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

Exclusion whether fixed term or permanent, is the most serious sanction.

The recommended procedures are followed for:

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

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

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

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

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

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

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

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

Where appropriate, we will consider if action can be taken to address underlying causes of disruptive behaviour before issuing an exclusion. In doing so, if a child has SEN or a disability and/or is a Looked After Child, there are additional requirements and expectations of them as set out in the relevant legislation and statutory guidance. Permanent exclusion, for example, needs to be very much a last resort. However, in all cases, schools must balance the interests of the pupil against of the mental and physical health of the whole school community.

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

5.7.1 Child-on-child abuse

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

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

Preventing child-on-child abuse

There is a whole academy approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole academy approach to safeguarding. The academy will seek to minimise the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of academy life.

See safeguarding and Child Protection policy for further information and guidance.

5.7.2 Violence and physical assault:

- ✓ against another student - Internal Exclusion / off site Internal exclusion / fixed term suspension / permanent exclusion;
- ✓ extreme or repeated act(s) against another student(s) - fixed term suspension / permanent exclusion;
- ✓ violence against a member of staff - permanent exclusion;
- ✓ any act of physical aggression will result in a potential suspension dependent on the circumstances; the advice is to walk away and seek help from a member of staff immediately.

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

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

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

5.7.4 Drugs and tobacco:

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

5.7.5 Vandalism and theft:

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

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

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

5.7.8 Extreme appearance: - behaviour room until rectified.

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

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

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

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

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

Important notices:

- ✓ Where a criminal offence is suspected, the matter will be referred to the Police.
- ✓ targeting, abusing or humiliating other students, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.

- ✓ refusal to hand a mobile phone to a member of staff when requested – behaviour room / Internal exclusion.

5.8 Power to search, use of reasonable force and confiscation

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

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

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

- ✓ knives and weapons;
- ✓ alcohol / illegal drugs;
- ✓ stolen items;
- ✓ tobacco and cigarette papers;
- ✓ fireworks;
- ✓ pornographic images;
- ✓ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. An example of items include;

- ✓ any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

If a student continues to refuse to cooperate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any of the prohibited items, identified above, but not to search for items which are identified only in the school rules. See **5.8.1 Power to use reasonable force**.

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

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

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

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

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

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

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

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers, bags. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

5.8.1 Power to Use Reasonable Force

- ✓ In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- ✓ The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

5.8.2 Definition of Reasonable Force

- ✓ The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- ✓ Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ✓ 'Reasonable in the circumstances' means using no more force than is needed and for no longer than is necessary.
- ✓ Academies/schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a

student's path, or active physical contact such as leading a student by the arm out of a classroom.

- ✓ Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- ✓ Noel Baker staff will always try to avoid acting in a way that might cause injury, but in infrequent cases it may not always be possible to avoid injuring the student. If this happens it should not necessarily be seen as malpractice but as an unfortunate outcome of keeping students safe and others.

5.8.3 When can reasonable force be used?

- ✓ Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- ✓ The Head teacher and staff authorised by the Principal, can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by academy/school rules.
- ✓ At Noel Baker Academy, force can be used for two main purposes; to control or restrain a student.
- ✓ The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

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

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

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

Legislative Framework

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education September 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2024](#)
- [Use of reasonable force in schools - 2013](#)
- [Supporting pupils with medical conditions at school - 2017](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice - 2024](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and antibullying strategy

Monitoring, Evaluation and Review

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

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

Appendices

- ✓ Noel-Baker Academy Rules
- ✓ Consequences and rewards system
- ✓ Behaviour Panel meetings
- ✓ SLANT poster
- ✓ SPEAKERS poster
- ✓ STEPS poster
- ✓ Reflection room and Internal Exclusion expectations
- ✓ Tiered approach to behaviour
- ✓ The behaviour curriculum
- ✓ Searching, screening and confiscating.

Appendix 1 – Noel Baker Academy Rules

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

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

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

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

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

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

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

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

S.T.E.P.S

1. **S**ir or Miss - every time
2. **T**hank you - every time
3. **E**xcuse me - every time
4. **P**lease - every time
5. **S**mile - every time

Sir or Miss

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

Thank you

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

Excuse me

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

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

Please

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

Smile

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

SPEAKERS

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

Mobile phones

Students at Noel-Baker are not allowed mobile phones, or any other form of electronic device. If a student's mobile phone is seen or heard anywhere on the school site, it will be immediately confiscated and taken to reception. Parents/carers will be contacted to inform them of the mobile

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

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

Uniform and appearance

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

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

Our uniform is:

- Grey school blazer with school badge.
- Plain blue V neck, long sleeved jumper. NO LOGOS.
- Plain white shirt with collar.
- Plain black tailored trousers or NBA school skirt
- Kameez - Plain black knee length dress. Must be worn with school blazer. Plain blue v neck jumper can be worn as an addition, as described above.
- Shalwar - Plain black narrow tapered trousers or school trousers, as described above
- Abaya/Jilbab - Plain 'A line' or straight design in black with no embellishments. Must be worn with school blazer. Plain blue v neck jumper can be worn as an addition, as described above.
- Clip-on school tie - all students unless wearing Kameez/Abaya/Jilbab. □
- Tights or socks - plain colours only (blue, black, grey or white) □
- Sensible leather look Shoes - black only. NO LOGOS. □
- No Boots or trainers of any description. - Appendix A □
- One pair of stud earrings in the lobe.
- Headscarves / turbans can be worn for students of religious cultures - Black, White, Burgundy, Navy Blue or Brown can be worn. Bright colours are not acceptable other than times linked to religious festivals.
- NBA Hoodies can be worn underneath student blazers from October half term to February half term or as determined by the Academy.
- Plain black tailored shorts in summer months, as determined by the Academy.



The following items are not to be worn within the Academy.

- ✓ Any facial piercings (including plastic retainers, nose studs, tongue bars or any piercings in any other part of the ear than the lobe). Exceptions will be made for religious/cultural purposes. This will be agreed with the Academy. During practical situations for example Physical Education these will be removed.
- ✓ False eyelashes;
- ✓ Nails longer than 0.5cm (natural or false) - If they are longer than 0.5cm these MUST be removed or filed down;
- ✓ Necklaces and bracelets;
- ✓ Hooded tops that are not NBA hoodies. In the current climate we appreciate that not all students may be able to purchase a NBA hoodie. If this is the case students can wear a plain blue navy jumper or sweater under their blazer. A plain blue or black plain hooded top is not acceptable.
- ✓ More than 1 ring.

If any of these items are seen they will be confiscated by staff at any point throughout the day. These are to be collected by your son / daughter at the end of the day from the staff member confiscating the items. If this becomes repetitive the item will be kept until parents / carers can collect at their earliest convenience. This will be communicated home in order to keep all parties in the loop.

Refusal to hand over these items will result in further sanctions.

Students are also not allowed to wear:

Trousers with very tight-fitting legs, jeans, leggings, jeggings, jogging bottoms or tracksuits, pinstripe or cords or skirts that are not the NBA school skirt.

Hair colour that is not natural – This includes coloured braids.

We recommend all students have a sturdy backpack so they can carry their equipment, books and PE Kit when they are attending after school clubs.

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

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

Standard PE kit

Students must arrive to school wearing full PE kit on the days they have PE lessons.

Every student is expected to wear PE kit even if they cannot participate fully in the practical aspects for example through illness or injury, as they can take on the role of an official, coach or helper for the lesson.

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

If students are attending a co-curricular club after school and do not have PE that day, they must wear their uniform to the Academy and bring their PE kit separately to change into at the end of the day.

Our PE uniform consists of:

- ✓ Academy polo top or plain navy blue/ black non-branded round neck T-shirt
- ✓ Academy reversible games top
- ✓ Academy shorts or navy blue or black non-branded shorts
- ✓ Plain navy blue or black joggers, no branding.
- ✓ Academy leggings. Leggings that are not Academy leggings with logo, must not be worn.
- ✓ Plain navy blue knee length games socks. For use when shin pads are being worn
- ✓ White sports socks for indoor use
- ✓ Indoor trainers – Non-marking sole with laces, providing support to ankle & foot
- ✓ Outdoor trainers – Good grip with laces providing support to the ankle & foot NB – Pumps do not provide adequate support for the foot or ankle
- ✓ Gum shield – for rugby/hockey
- ✓ Shin pads – for football/hockey
- ✓ Base layers / skins are allowed including for religious / cultural reasons that require students to cover up
- ✓ Base Layers / skins are also optional for all students in cold weather ✓ NBA Hoodie – can be worn during PE lessons in winter months ✓ Academy PE rain jacket or non-branded PE rain jacket in navy.

Jewellery, make up, and hairstyles

Students may wear a watch, one ring and up to one pair of small ear studs (one stud in ear lobe) only. No other jewellery is permitted; if students have any other visible piercings or retainers these must be removed during the school day. Failure to do so will result in the Academy making contact with the parents/carers to resolve the issue. We may also send students home to change to rectify any issues or isolate students if their uniform is not appropriate or does not adhere to our uniform policy.

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

False nails are allowed within the Academy but they must be less than 5mm over the nail in order to be an appropriate length, this is due to health and safety reasons.

Any hair accessories should be small and plain coloured only. Shaved emblems or lines, unnatural colour dyes are not allowed. Hair extensions / braids of natural colour are deemed acceptable.

If you are unsure whether a hairstyle or piercing meets our uniform guide, please contact Mrs C Sargent, Assistant Head teacher for guidance before any treatment.

2.10 In the classroom - SLANT

Sit up straight

Listen carefully

Ask and answer questions

Never interrupt

Track the teacher

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

Sit up straight

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

Listen carefully

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

Ask and answer questions

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

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

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

Never interrupt

At Noel-Baker the teachers are the experts. Students never interrupt teachers when they are talking. If students are confused, or unsure what to do they let the teacher finish what they are saying and then put up their hand to ask a question.^[SEP] If students call out during a lesson, there will be a

consequence as they are disrupting the teaching and learning of the class. If you are removed from the lesson this is due to persistent disruption to learning, you may think this is unfair, however the teacher's decision is final. Never answer back.

Track the teacher

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

2.11 The beginning and end of lessons

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

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

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

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

At Noel-Baker students are not permitted to go to the toilet in lesson time (unless they have valid pass). The toilets are open at lesson changeover, break time and at lunch time. Students should not go to the toilet in the last five minutes of break to ensure that they do not miss any lesson time.

2.12 Outside of school misbehaviour

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

2.13 After school

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

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

2.14 At home

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

2.15 The internet and social media

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

2.16 Suspected criminal behaviour

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

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

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

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

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

2.17 Malicious allegations

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

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

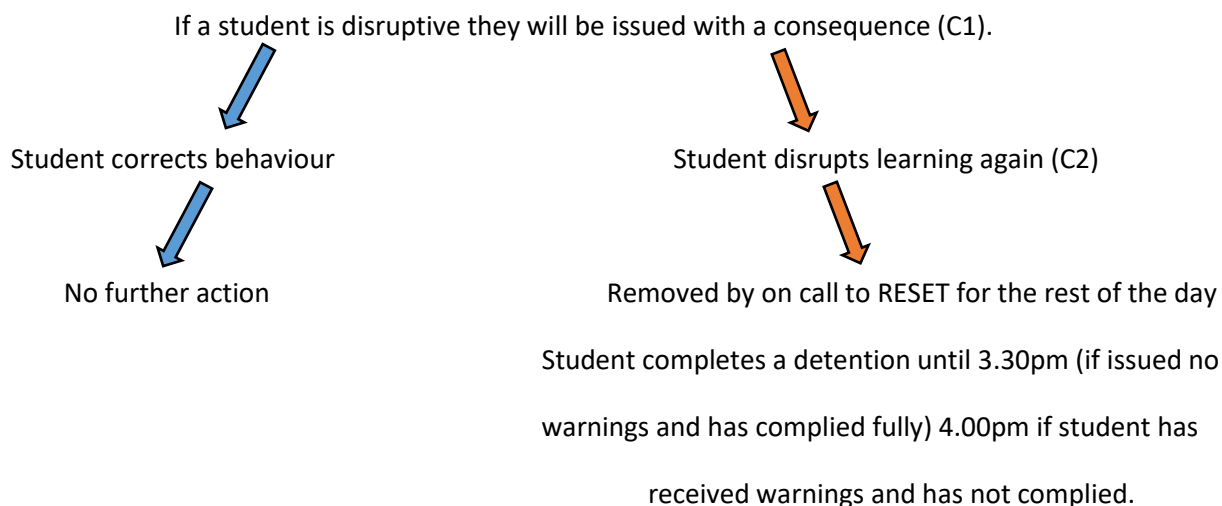
In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have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

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

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

Appendix 2 – Consequences and Rewards

Consequences



*Students regularly receiving C2's will trigger interventions by the pastoral team and SLT.

Detentions

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

Corrective conversation expectations

To have a successful Corrective Conversation, the following MUST happen;

- Students must fully engage in the Corrective Conversation and use STEPS at all times. □ Both staff and students must remain calm and respectful during the Corrective Conversation.
- Students must understand and accept responsibility for their behaviour and the choices they have made.
- Students must apologise for their behaviour and actions that led to the member of staff having to issue a C2.

*The Academy will make reasonable adjustments for students with SEN.

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

We believe in:

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

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

Rewards tiered approach

Strive for 5 rewards

Academy staff are expected to issue **Strive for five rewards in every lesson** to a minimum of 5 students.

Examples:

A student who; is polite and uses their STEPS/is an ambassador for the Academy with their high standards of behaviour.

Examples:

A student who; volunteers to support others / demonstrates hard work consistently.

Examples:

A student who; completes all their self-study on time and to the best of their ability or is working at or exceeding their targets.

Examples:

A student who; asks questions on how to develop their response further / set goals to achieve their potential / seeks opportunities to improve.

Extraordinary rewards

Extraordinary reward points are for students going above and beyond. These students will be celebrated by being issued with a praise postcard. The expectation is that teaching staff issue at least one per class per week.

An Extraordinary reward point is for students who:

- **Astound** their teachers with their **brilliance**.
- They are **remarkable** and **demonstrate everything we stand for at NBA**.

Examples:

A student who; **constantly impresses** staff daily with their **attitude, conduct** and **achievement beyond expectations / develops a verbal or written response that is remarkable.**

SLT rewards

Senior leaders visit lessons daily to celebrate the successes of students and staff. Senior leaders issue praise postcards and SLT rewards to recognise amazing contributions they see on their visits to lessons.

Milestone rewards:**Weekly**

Each week House points, attendance and key students who have excelled from the previous week are celebrated. House assemblies also have a key focus on celebration of success reinforcing the importance of recognition and the celebration of positivity.

Each week there is an SLT rewards celebration with a key focus for example: top 5 students in each house with the most reward points. Those students will be selected and receive a weekly celebration with SLT. This could be afternoon tea, ice creams, trampolining afternoon amongst many other weekly celebrations.

In addition, our Heads of House select 5 students each week to celebrate student achievements. This takes place every Friday during INFORM.

Half Termly

Every half term, Heads of House select 10 students who have made significant improvements in attendance, behaviour, attitude etc or who have been extraordinary. These students on a Friday afternoon are involved in a celebration afternoon with their Head of House.

Termly

Every half term finishes with rewards assemblies to celebrate the success of students during the term. These celebrations are conducted in house assemblies with the Head of House, form tutors and SLT. Prizes and certificates are issued for all nominees.

Rewards celebration evening:

Annually we host our celebration evening. This evening celebrates school leavers who are recognised for their outstanding achievements and progress in their GCSE's. In addition, we celebrate current students who are nominated by pastoral staff, curriculum teachers and senior leaders for being extraordinary. Academy staff, governors, parents/carers, external agencies and guest speakers attend the evening to collectively celebrate the amazing students at Noel Baker Academy.

Attendance Rewards.

Tier One Reward- 1 point:

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

Tier Two Reward- 2 points:

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

Tier Three rewards- 5 points:

For all 100% attenders for each half term the student will receive a postcard emailed home congratulating them on their attendance achievement. Every student with 100% attendance that half term will receive a cookie token to be used in the Academy canteen.

Tier Four rewards – 10 points:

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

Tier Five rewards – 25 points:

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

Bronze star awarded = attendance 100% for 1 year.

Silver Star awarded = attendance 100% for 2 years.

Gold star awarded = attendance 100% for 3 years.

Platinum star awarded = attendance 100% for 4 years

Special gift awarded – attendance 100% for 5 years.

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

THRIVE

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

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

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

Teamwork . Honesty . Responsibility . Integrity . Versatility . Extraordinary

Teamwork - Teamwork teaches students how to respectfully and confidently express their ideas and opinions effectively in a group setting. There are very few career paths that operate in isolation. As an employee in almost

any industry, people are required to work closely with others. That's why employers prefer to hire people who have demonstrated their ability to work as a part of a team.

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

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

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

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



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

Below are examples of our Thrive booklets that students compile all their achievements every half term. Students are working towards achieving either a Bronze, Silver, Gold or Platinum award. These achievements are celebrated annually through assemblies and at our celebration evening.

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

My Achievements

By the end of the academic year your target is to achieve over 525 credits to secure the platinum award.

Award	Number of Credits
	200+
	300+
	400+
	500+

THRIVE

Have you got what it takes?

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

THRIVE

Each objective is worth between 5 and 15 credits. All objectives apart from those in bold can be used more than once across the year if successfully met each half term. Once achieved your form tutor will sign the objective off to say you have the banked the credits.

Lead		Empower	
Objective	Credits	Objective	Credits
1 Be an ambassador or part of the student leadership team.	10	1 Volunteering in the community.	10
2 Lead a charity or fundraising event in or outside the academy.	10	2 Take part in a charity or fund raising event at the academy.	5
3 Represent the academy at an event (open evening).	5	3 Actively engage weekly in Votes for schools.	5
4 Impeccably dressed everyday.	5	4 97% attendance or above.	5
5 Fully equipped everyday.	5	5 97% punctuality or above.	5
6 Act as a leader other than being an ambassador or member of the student leadership team e.g sports captain.	5	6 No C2's.	5
Achieve		Drive	
Objective	Credits	Objective	Credits
1 Demonstrate a love for learning e.g. meeting or exceeding all ATL expectations in subjects.	5	1 Complete bronze or silver Duke of Edinburgh.	15
2 Read and provide a short summary on 5 books.	5	2 Successful completion and 100% attendance of work experience or careers week.	5
3 Complete all self-study.	5	3 To attend school events (parents evenings and next steps event).	5
4 KS3 - Attend 1 co-curricular club every week or Year 11 - attend all PG lessons.	5	4 Represent the academy at a sport, in a performance or curriculum event across the academic year (sports-day/inter-house).	5
5 Nominated for SLT lunch or celebration evening.	10	5 Attend a club, society or team outside of school.	10
6 Achieve 50 thrive for five points every half term.	5	6 Attend a school trip or residential.	5

Appendix 3 – Behaviour Panel Process

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

Students attend a behaviour panel meeting with their parent/carer. Waved behaviour panel meetings take place when a student reaches a waved stage and/or each half-term when a meeting is scheduled.

The senior leadership team chair the meeting with the attendance of the Head of House. The meeting can include any number of professionals or external agencies as deemed necessary by the chair person.

Waved Behaviour Panel Meetings



Waved stage	Suggested Provision	Who agreed by	Date Agreed	Suggested provision for any waved stage	Date Agreed
Pre wave students will: - Have repeated C1's across a number of differed subjects. - Have 3 or more C2's.	- Parent/carer phone call/email contact - C1/C2 issued - Tutor check ins			Class group moves	
				Meeting with subject teachers/curriculum directors	
Wave 1 students will: - Have 5-9 C2's. - Have been issued an off-site placement. - Have had a reintegration meeting for a single suspension.	- SLT/HOH wave panel meeting - tutor report - Rewards incentive - Suspensions			Mental health and wellbeing referral	
				School nurse referral	
Wave 2 students will: - Have 10-19 C2's. - Have been issued more than one off-site placement. - Have had a reintegration meeting for a 2 nd suspension.	- SLT/HOH wave panel meeting -HOH report - Suspensions			Offsite provision at another school	
				PSCO involvement	
Wave 3 students will: - Have 20-29 C2's. - Have had a reintegration meeting for a 3 rd suspension.	- SLT/HOH wave panel meeting - AAHT report - Suspensions - Fresh start			Agenda item at VCM meeting	
				Attendance report	
Wave 4 students will: - Have 30-39 C2's. - Have had a reintegration for a 4 th suspension. - Have had a suspension for a serious incident e.g. serious physical assault against a student/physical contact with a member of staff/drugs or alcohol on site.	- SLT/HOH wave panel meeting - ACE Panel consideration - Individual Behaviour Plan (IBP) - AHT report - suspensions			SEND referral	
				SIF/BIF	
				SPOA	
Wave 5 students will: - Have 40-49 C2's. - Have had a reintegration meeting for a 5 th suspension.	- SLT/HOH wave panel meeting - ADHT report - Suspensions - Alternative offsite provision (Kingsmead/DPA)			Key worker	
				Phased return	
Wave 6 students will: - Have 50+ C2's - Have met or exceed 15 days of suspensions.	- HT/Governors meeting - DHT report - Permanent exclusion			Mentoring	
				Multi-agency meeting	

At Noel-Baker we...

S

Sit up straight

L

Listen carefully

A

Ask and answer questions

N

Never interrupt

T

Track the teacher



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

#Respect

At Noel-Baker we are ...

- S** Share your ideas
- P** Project your voice
- E** Evidence your point
- A** Add another viewpoint
- K** Key vocabulary
- E** Extend your response
- R** Rehearse
- S** Summarise



At Noel-Baker we...

S

Sir or Miss - *every time*

T

Thank you - *every time*

E

Excuse me - *every time*

P

Please - *every time*

S

Smile - *every time*



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

#Respect

Appendix 6- Consequence Poster

CLASSROOM EXPECTATIONS

A consequence will be given for any behaviour that:

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

C1 If you disrupt learning you will be issued a C1

C2 If you disrupt learning AGAIN you will receive a C2 and be removed to allow learning to continue

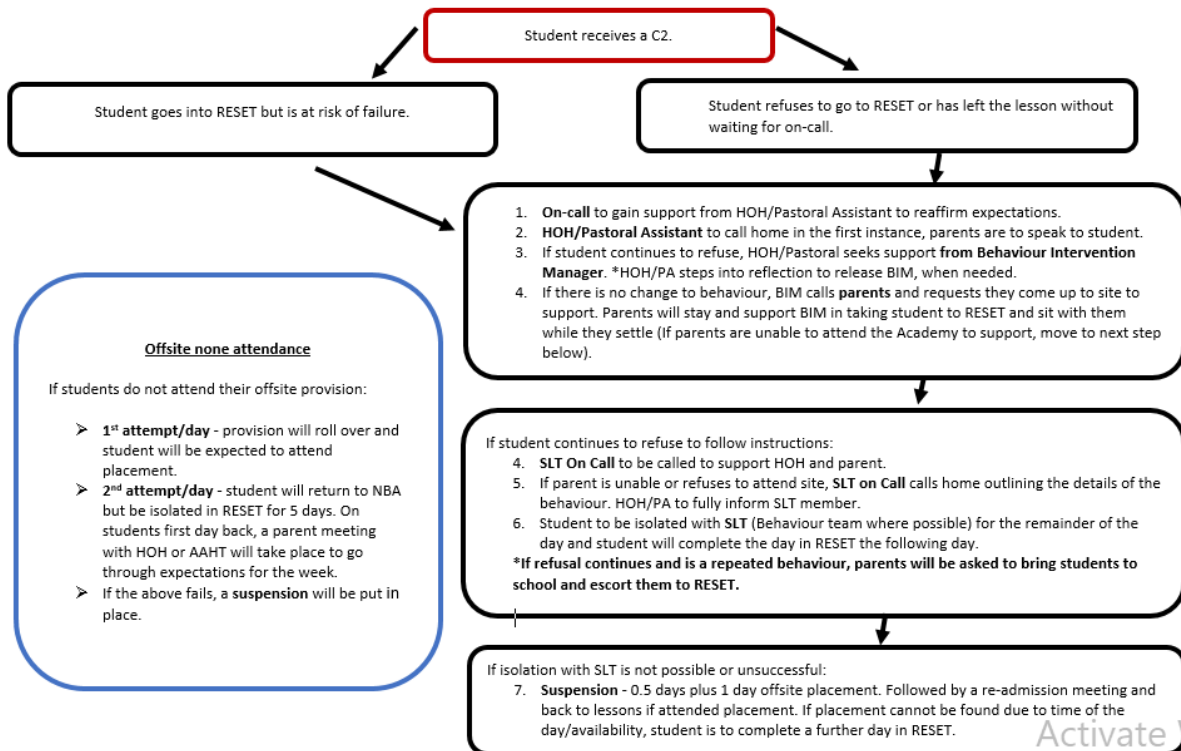


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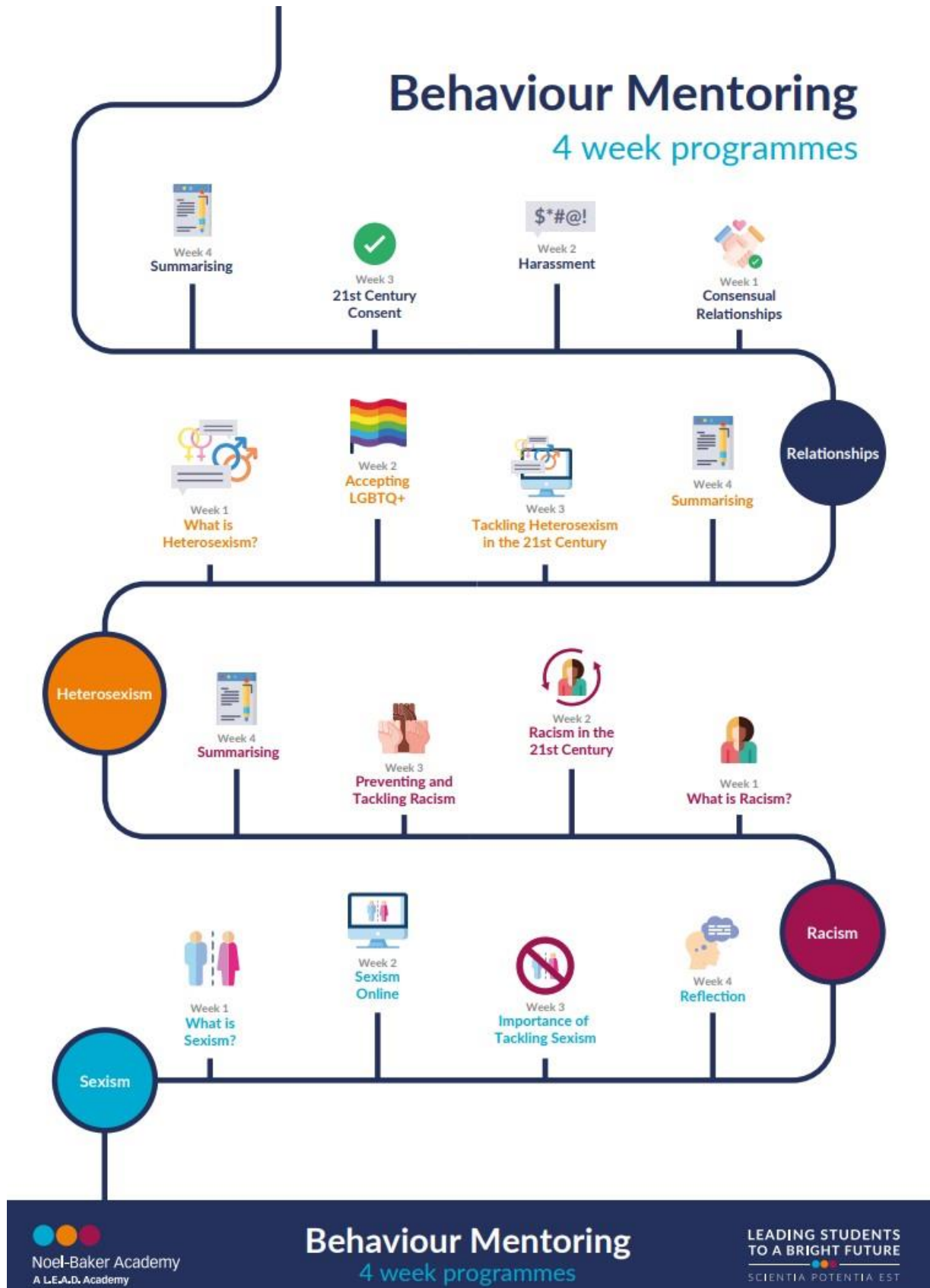
LEADIng students
**SCIENTIA
POTENTIA
EST**
to a bright future.

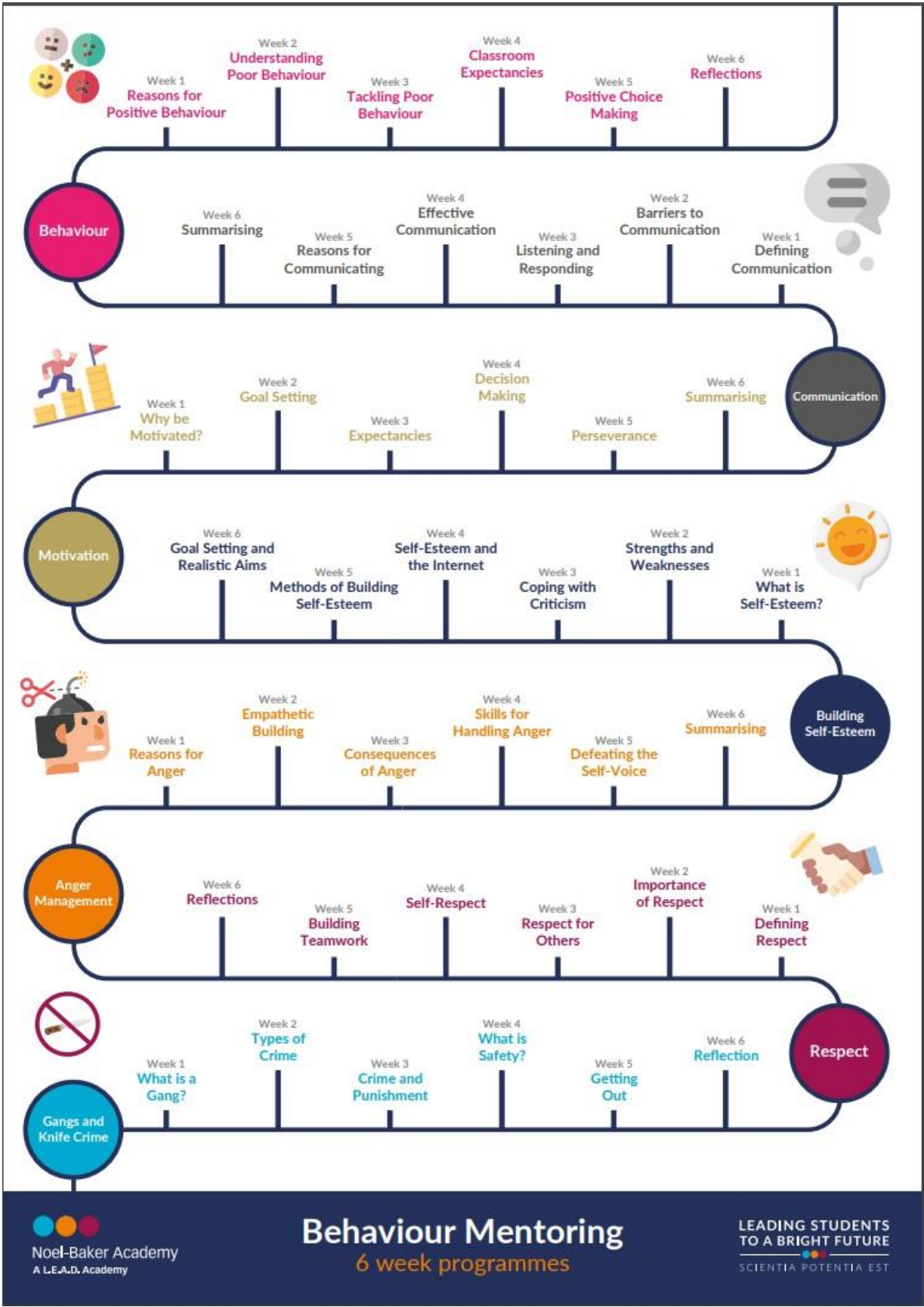
Appendix 8 – Tiered Approach to Behaviour

Refusal to follow instructions following a C2



Appendix 9 – The Behaviour Curriculum





Behaviour Mentoring Referral Form

Please complete the following form with information from the current academic year to date.

Name		Wave intervention stage	
House		Year Group	
HOH		PP	Yes No
Attendance		SEND	E K N
Number of C2's		LAC	Yes No
Number of C3's		Number of suspensions	
+ Behaviour Points		- Behaviour Points	
Positive character traits of the student:		Behaviour Concerns:	
		Persistent refusal to follow instruction	
		Disruption of learning	
		Poor social time conduct	
		Truancy	
		Uniform	
		Rudeness to staff/student	
		Incidents of a derogatory nature (EDI)	
		Bullying behaviour	
		Other:	
Strategies/ referrals/ Interventions implemented to date:		Suggested BM Routes: Choose up to 3 and label 1,2,3 in priority order:	
MH&WB		4 Week Programmes	
School nurse		Heterosexism	
Breakout		Sexism	
Anger management		Racism	
COMPAS Referral		Relationships	
EHA		6 Week Programmes	
SPOA		Anger Management	
Other:		Behaviour	
		Building Self-Esteem	
		Communication	
		Gangs and Knife Crime	
		Motivation	
		Respect	

Please complete the following Pre-BM questionnaire with the student.

Question	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree	<i>For BM team use</i> Score
I feel motivated to do well in school						
I have routines that set me up well for the day						
I see the value in school routines and policies						
I find it easy to form relationships with students						
I find it easy to form relationships with staff						
I am respectful to all						
I know how to manage my emotions effectively						
I manage my emotions well and can self-regulate						
I have very clear goals and ambitions						
I can communicate effectively, at all times						
I am happy within myself						
I want to do well at school						
I am proud of myself and what I achieve						
I understand what self-care is and what I can do to support myself						
Total Score (For BM team use)						

Please send your referral to behaviourmentoring@noelbakeracademy.co.uk

Thank you for your referral to the Behaviour Mentoring Team. Once the referral has been assessed, we will inform you whether the referral has been accepted, if urgent intervention is needed, if student has been placed on the waiting list, if weekly check-ins will take place or suggestion/signposting to other services and/or provision.

For BM Team use		
Referral accepted	Yes	No Reason:
Red – Urgent intervention needed		
Amber – Waiting list		
Green – Weekly check ins		
Signposting/ suggestion of further action		

Behaviour Mentoring: Student Intervention Log

BM Route:	
Targets to achieve by the end of the BM programme:	
1	
2	
3	
Session Log:	
Each session to begin with a discussion around the key information below. To follow with the corresponding 'Route' session.	
Date:	Positive behaviour points this week= Negative behaviour points this week= C1= C2= C3= Suspensions = Attendance this week= Route session 1: Notes:
Date:	Positive behaviour points this week= Negative behaviour points this week= C1= C2= C3= Suspensions = Attendance this week= Route session 2: Notes:
Date:	Positive behaviour points this week= Negative behaviour points this week= C1= C2= C3= Suspensions = Attendance this week= Route session 3: Notes:
Date:	Positive behaviour points this week= Negative behaviour points this week= C1= C2= C3= Suspensions = Attendance this week= Route session 4: Notes:

Date:	Positive behaviour points this week= Negative behaviour points this week= C1= C2= C3= Suspensions = Attendance this week= Route session 5: Notes:
Date:	Positive behaviour points this week= Negative behaviour points this week= C1= C2= C3= Suspensions = Attendance this week= Route session 6: Notes:

Behaviour mentor to complete the BM questionnaire with student in the final session.

To be completed by BM at closing of case file.	
Questionnaire pre-BM score:	Questionnaire post-BM score:
Progress against targets:	
1	
2	
3	
<p>Learned strategies (<i>What have students learnt during the behaviour mentoring programme, that they can utilise independently in order to be successful?</i>) <i>BM to email strategies to HOH to maintain support</i></p>	

<p>Review 1 date (3 weeks):</p> <p>Positive behaviour points this week=</p> <p>Negative behaviour points this week=</p> <p>C1= C2= C3=</p> <p>Suspensions =</p> <p>Attendance this week=</p>	<p>Notes:</p>
<p>Review 2 date (6 weeks):</p> <p>Positive behaviour points this week=</p> <p>Negative behaviour points this week=</p> <p>C1= C2= C3=</p> <p>Suspensions =</p> <p>Attendance this week=</p>	<p>Notes:</p>

Appendix 11 – searching, screening and confiscating.

Searching a student

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

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

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

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

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

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

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

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

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

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

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

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether

conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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