The NGA Way
Behaviour and Attitudes - Pupil Booklet



Mission

We believe in creating a community empowered with the qualities and qualifications to enter the next phase of life with confidence and ambition.

Values

- We strive to fulfil everyone's learning potential.
- We value high standards, hard work, and a ceaseless desire to improve.
- We provide a safe, kind, nurturing and inclusive environment.
- We enjoy the journey together.

To achieve this, we have:

- The safety, well-being, and education of each pupil as our priority.
- High expectations which are clearly communicated to pupils, parents and staff via assemblies, letters, noticeboards, NGA notices and the website.
- Clear procedures and systems to ensure effective and timely recording and sharing of information.

Organisation of the Academy Day

Each day is divided into tutor time, five lesson periods, a morning break and a lunch period. Pupils arriving after the start time will be marked late in the register.

Key Stage 3		Key Stages 4 & 5	
Mon – Thursday 8.45 – 8.55	Tutor Time (uniform and equipment checks, attendance and behaviour records, notices)	8.45 – 8.55	Tutor Time (uniform and equipment checks, attendance and behaviour records, notices)
8.55 – 9.55	Period One	8.55 – 9.55	Period One
9.55 – 10.55	Period Two	9.55 – 10.55	Period Two
10.55 – 11.10	Break	10.55 – 11.10	Break
11.10 – 12.10	Period Three	11.10 – 12.10	Period Three
12.10 – 12.30	Key Stage 3 Form Time (PHSE, Current Affairs, Numeracy, Literacy, Assembly)	12.10 – 12.55	Key Stage 4 & 5 Lunch
12.30 – 13.15	Key Stage 3 Lunch	12.55 – 13.15	Key Stage 4 & 5 Form Time (PHSE, Current Affairs, Numeracy, Literacy, Assembly)
13.15 – 14.15	Period Four	13.15 – 14.15	Period Four
14.15 – 15.15	Period Five	14.15 – 15.15	Period Five

Friday – 8.45am – P1, 9.45am P2, 10.45am break, 11am P3, 1.15pm P4, 2.15pm P5

12-12.30/12.45 K3 Enrichment and 12.45 KS3 lunch.

12-12.30/12.45 KS4 lunch and 12.45 Enrichment.

Everyday Expectations

Teachers and pupils work together the 'NGA Way' to get the best out of each other and support each other to be the best version of themselves. We believe every pupil has the right to access a high-quality educational experience that enables them to be successful and achieve their potential. We, therefore, hold the line with our high expectations and our consistent approach to behaviour management so that every pupil knows exactly what to expect every lesson.

BUILD Categories

We categorise our BUILD qualities into three areas that we would like all of you to develop.



your future	your community	your relationships
Aspiration	Empathy	Positivity
Creativity	Integrity	Respect
Resilience	Kindness	Tolerance

House System

Although qualifications form an incredibly important part of what we do, we also know it is important for our pupils to develop certain qualities or characteristics.

When you demonstrate that you are developing any one of these BUILD qualities, this is recognised by awarding a 'BUILD point'.

Each BUILD point that is awarded to you, builds up a tally towards your total House points. The House system has been created around strong, inspirational women that our pupils and staff voted for. There are 6 different Houses and pupils are assigned a House dependent on their tutor group.



1. Dina 'Asher-Smith'
2. Emily 'Campbell'
3. Nadiya 'Hussain'
4. Michelle 'Obama'
5. Alex 'Scott'
6. Emma 'Watson'

Different departments in school will run additional House Competitions that will all build up to the winner of the House Cup. There are additional prizes for this too.

The NGA Way

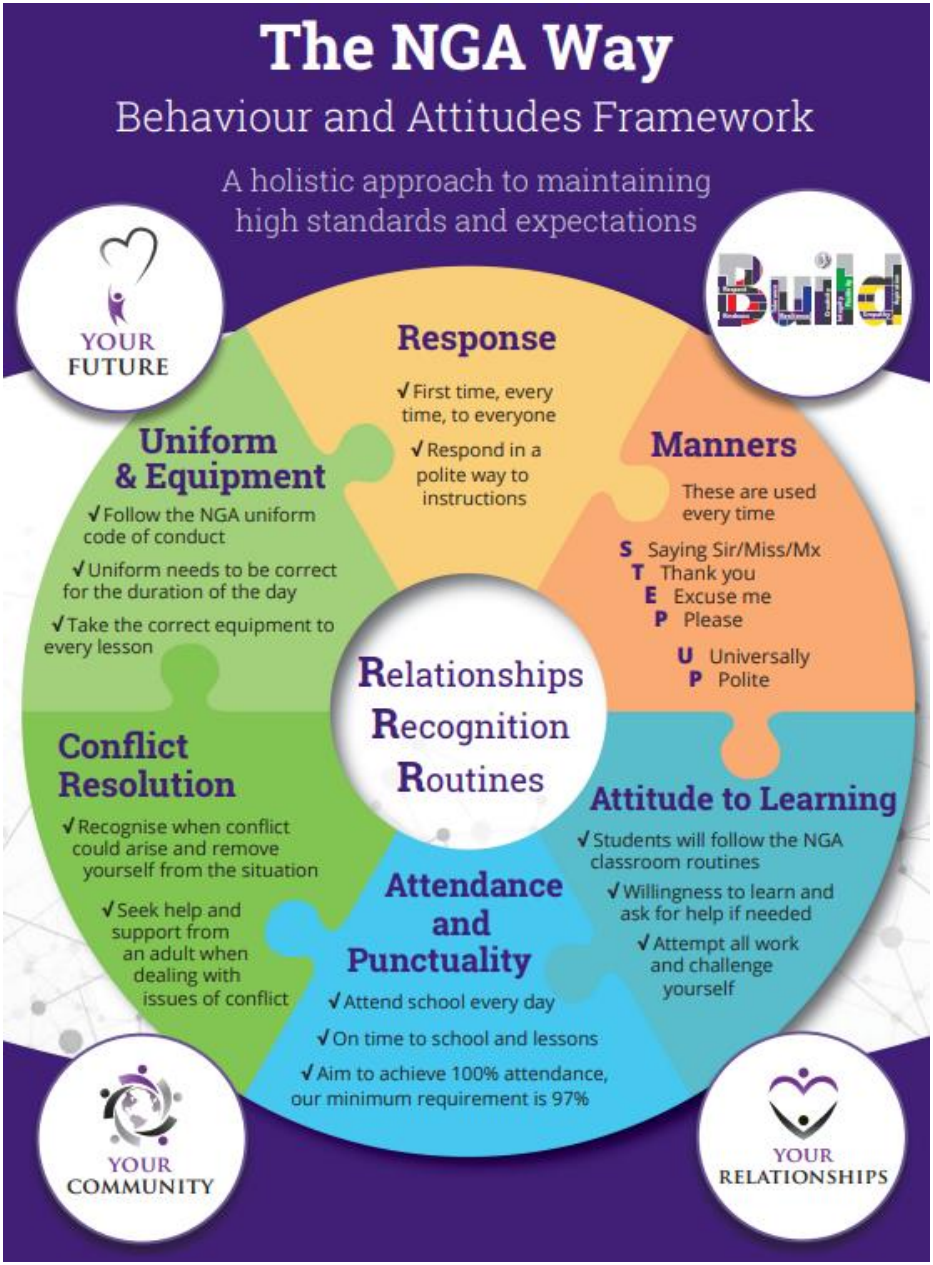
The 'NGA Way: Behaviour and Attitudes' helps pupils remember the **six learning foundations** of our behaviour expectations.

Whilst sometimes this may be challenging, we expect our pupils to live by the '*NGA Way*' at all times. If you do this, your effort and positive qualities will be recognised, through the BUILD points.

However, if any of the '*NGA Way*' is not met, warnings and sanctions will be issued. Every time a teacher issues you with a warning, detention, removal, or time in pastoral isolation, we are reminding you of the behaviours we expect to see and the behaviour we will not accept.

It is vital that sanctions are completed on the same day so that you have the opportunity to reflect on your behaviour. This allows you to take the necessary next steps to ensure you improve your behaviour by making the right choices to avoid making the same mistake again and for the member of staff to reflect on the situation too.

All members of staff and pupils are expected to actively promote and model the six learning foundations of the *'NGA Way'*:



1. Response **First time, every time, to everyone.**

- ✓ Respond first time to every member of staff's instructions (whatever their role).
- ✓ Teachers will give pupils clear, polite instructions.
- ✓ Respond in a polite way to instructions.
- ✓ Pupils will trust that member of staff's instructions are in the pupil's best interest.

If pupils fail to demonstrate this, they could be removed from lessons and placed into pastoral isolation for a fixed period of time. In some circumstances, they could be suspended for displaying persistent poor behaviour. If a pupil feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, pupils may approach the adult to discuss the situation. We expect pupils to ask respectfully.

2. Manners

We explicitly teach our pupils how to be polite using STEP UP: Step up and build your own **future**, step up and build **good relationships** and step up in our **community**.

- ✓ Saying 'Sir', 'Miss' or 'Mx' - every time.
- ✓ Saying 'Thank you' - every time.
- ✓ Saying 'Excuse me' - every time.
- ✓ Saying 'Please' - every time.
- ✓ 'Universally Polite' - every time.



Every time we greet a person inside of school it will be with a Sir or Miss depending on their gender. Pupils always refer to teachers as Sir or Miss. It's a sign of respect. It is polite.

Pupils say thank you, within the Academy.

Pupils will say "excuse me"; they should never push past or interrupt people. If they want to get past, they say "excuse me" politely. Then they wait patiently if necessary.

Universally Polite – pupils will do and say all of the above to any member of staff; there is no ranking of authority, we will be universally polite and STEP UP to everyone. They are polite to pupils in lessons, pupils they don't know, and to all members of staff. There are no exceptions.

3. Attitude to Learning



- ✓ Follow the NGA classroom routines.
- ✓ Answer questions and join in debate.
- ✓ Willingness to learn and ask for help if needed.
- ✓ Attempt all work and challenge yourself.
- ✓ Maintain focus and a good work rate.
- ✓ Quick to get started with tasks.
- ✓ Remain in your seat at all times unless given permission to move.
- ✓ Put their hands up and wait for the teacher to speak to them.
- ✓ Complete homework/assignments when they are set.
- ✓ Attend extra-curricular activities to increase the opportunities to experience different things.

4. Attendance & Punctuality



- ✓ Attend school every day.
- ✓ On time to school.
- ✓ On time to lessons.
- ✓ Aim to achieve 100% attendance.
- ✓ Any absence will be followed up with a same day pastoral call.

5. Conflict & Resolution

- ✓ Recognise when conflict could arise and remove yourself from the situation.
- ✓ Seek help and support from an adult when dealing with issues of conflict.
- ✓ Try different strategies to regulate emotions, so that issues do not escalate.
- ✓ Pupils will behave in a sensible, responsible, and respectful manner when in the playground during breaktime and lunch time.



6. Uniform & Equipment

- ✓ Uniform and Equipment checks will be completed at the beginning of school and every lesson.
- ✓ All pupils will need a pen, pencil, rubber and ruler and we will provide pupils with their NGA organiser.
- ✓ Follow the Academy's uniform code of conduct.
- ✓ Uniform needs to be correct for the duration of the day.
- ✓ Pupils who arrive at the Academy inappropriately dressed will be asked to rectify the issue. If they are unable to do this, they will be sent home to change. They will be placed in isolation with their Tutor until parents have been contacted to arrange this.
- ✓ Pupils are not allowed to wear a coat or hoodie or substitute jumper instead of their academy jumper in any year group. Coats must always be worn in addition to the academy jumper.

Uniform

The Academy has strict guidelines on uniform which apply to years 7-11.
We believe that wearing our distinctive uniform gives our pupils a sense of 'belonging', helps foster pride in themselves and the academy and removes issues arising from peer pressure or inequity.
Our pupils are our ambassadors in the community. We therefore expect pupils to wear full Academy uniform when travelling to and from the school, at all Academy functions, on extracurricular visits and when taking part in representative sport.





Uniform for Pupils at Key Stage 3 and 4

- An Academy tie.
- A traditional white shirt, which has a fastened top button and is tucked into trousers or a skirt.
- Black trousers or skirt[1].
- Academy pullover, in purple for Key Stage 3 pupils and black for Key Stage 4 pupils, with the Academy logo. Other jumpers or sweatshirts are not permitted.
- Plain black or plain white socks (no logos) with black trousers.
- Black tights with no socks with a black knee-length skirt.
- Or plain black or plain white socks (no logos) with a black knee-length skirt.
- Plain black shoes.[2]

A Shalwar Kameez or Abaya in Academy purple or black, may be worn, with the Academy logo on. This is acceptable as long as they are at least knee length. A hijab in Academy purple, black or grey may be worn. Please note niqabs/burkas are not permitted.

Coats and Bags

- All pupils should have a warm and waterproof coat for the journey to and from the Academy and between classroom blocks. Denim and leather jackets are not permitted.
- Pupils must wear their coat on top of their academy pullover, not as a substitute for it.
- Pupils are expected to carry a suitable school bag which is large enough to carry their equipment, books, and PE/dance kit. We recommend rucksack style bags.

Clarification and Examples

- [1]Skirts should be no shorter than knee length and should not be fitted or a tight stretch material. Skater skirts are not suitable.
- [1]Jeans or jean style trousers, cords, hipster' or tight-fitting trousers are not appropriate.
- [1]As a rule of thumb, trousers and skirts should be modest.
- [2]Shoes should be laced, buckled or slip-on. Velcro is not permitted.
- [2]Shoes should be water resistant and able to take black shoe polish.
- [2]For safety, shoes must have a flat sole or a heel of no more than 2cm.
- [2]Examples of appropriate shoes are below:








Hair and Headwear

- Hair must be of a natural colour/tone. Styles should not be excessive and 'cuts' of any shape or design (in hair or eyebrows) are not acceptable.
- Hair does not need to be tied up, however in practical lessons (performing arts, creative arts, science, PE) students will be expected to tie hair back when requested.
- Caps are not allowed except for when it is summer uniform. Caps worn should be plain and only worn outside.
- Head scarves should be plain grey, black, or purple.

PE and dance kit for all years

- Black plain tracksuit bottoms.
- Black short-sleeved sports polo shirt with purple panels and the Academy logo.
- Black long-sleeved reversible sports shirt with purple panels and the Academy logo.
- Suitable trainers or other PE footwear.
- In addition, girls can order black shorts and a black fleece with the Academy logo on or plain black shorts.






Jewellery, Nails and Make-up

- We allow pupils to wear a stud earring in the lower lobe of each ear.
- Earrings must be no larger than 0.6mm in diameter.
- Dangling or hooped earrings are not permitted for safety reasons.
- Additional earrings, stretchers, nose studs and other facial jewellery are not acceptable.
- Bracelets, bangles, and necklaces are also not permitted.
- Pupils may wear one ring on their finger.
- Nail varnish or false nails are not permitted.
- False eyelashes are not permitted.
- If make-up is noticeable, the pupil will be required to remove it.

The Academy takes no responsibility for lost or stolen items. The Principal's decision about all uniform issues is final and binding.

Equipment

Staff will check pupils' equipment every morning during tutor time and at the beginning of every lesson. Pupils are expected to have a pen, pencil, ruler, calculator and their school organiser out on the desk to show that they are ready to learn.

- Each morning pupils display their equipment on their table.
- Pupils can borrow equipment.
- The number of times pupils that need to borrow equipment is monitored by the tutor who can discuss it with HOY and action/support will be taken as necessary for repeat offenders.







Routines

Start of the day routine

As soon as pupils enter the school gates, they are expected to be on time and have the correct uniform.

- Making sure headphones and phones are turned off and placed securely in their bags.
- Making sure hoods of coats are down (unless it is raining), piercings are removed.
- Making sure correct uniform is worn top button fastened, tie on, shirt tucked in, jumper and shoes on.

Pupils will walk quietly into the building to their tutor rooms; they will walk straight in and stand behind their chairs, with their school organiser and equipment out on the table to be checked by their tutor.

On assembly days - pupils will go to their designated area for their morning line up to be greeted by their HoY/DHoY and their tutor team.

- Pupils will line up in alphabetical order, as they would for a fire evacuation and assembly.
- Pupils will line up in silence.
- Tutors will check pupils' uniform.

Pupils will then walk, single file, in silence, to the assembly in the hall.

At the beginning of every lesson:

- When pupils arrive to their lessons, they wait in the corridor for the teacher.
- Pupils only enter the classroom when they are asked to by the teacher.
- When pupils enter, they stand behind their desk, remove their coat, get out their organiser, equipment, and book for that lesson. The teacher will instruct them when to sit down.
- PE, dance, technology, and art practical lessons have their own routine for this.

At the end of every lesson:

- Pupils are expected to stand behind their chairs in silence until dismissed by the teacher.
- Once pupils have packed away, the teacher will dismiss pupils' row by row.

Movement around the school

- Pupils walk on the left-hand side of the corridors and stairwells.
- Pupils will use polite language when moving from lesson to lesson.
- Pupils will walk, not run.
- Pupils will line up in single file, facing the front in the dining room queues.
- Pupils will not queue jump.
- Pupils will have a sticker or note in their organiser if they have permission to go to the front with an early pass.
- Pupils will behave in a sensible, responsible, and respectful manner when in the playground during breaktime and lunch time.
- Pupils and staff will pick up any litter seen within the Academy.

Mobile phones will be confiscated at first sight; they will be placed in reception where the pupil can collect them at the end of the day. If it gets to a third offence in one half term, parents/carers will have to collect the phone.

End of the day

- Pupils will exit the building at their closest stairwell and exit.
- Pupils can wait in the courtyard for their friends, for a short period before leaving site at their nearest exit gate.

Mobile phones need to be out of sight until pupils leave the school site (out of the gates).

- Pupils with their phones out will be asked to put them away. Pupils will then be awarded with a misconduct point. Further sanctions can be awarded if pupils refuse to put them away at the end of the day.

In the examination periods, it is important that pupils exit the courtyard quickly and quietly. Staff on duty will inform pupils when this will be the case.

NGA Classroom Routines – Attitude to Learning

1. Pupils will conduct themselves in The NGA Way.
2. Teachers will greet pupils at the door.
3. Teachers and pupils will build positive relationships.
4. Pupils will stand behind their chair and get their equipment out ready. The teacher will instruct them when to sit down and begin the lesson (PE, dance, technology, and art practical lessons have their own routine for this).
5. Equipment and uniform will be checked every lesson.
6. Pupils will arrive to all lessons on time and with the right equipment.
7. Teachers will have a purposeful task ready for pupils to complete at the beginning of the lesson.
8. Pupils will answer questions and contribute to classroom debate.
9. Pupils will have a willingness to learn and ask for help if needed.
10. Pupils will attempt all work and challenge themselves to the best of their ability.
11. Pupils will always remain in their seat unless given permission to move.
12. Pupils will put their hands up and/or wait for the teacher to speak to them.
13. Pupils will complete homework/assignments when they are set.
14. Pupils should avoid going to the toilet during lessons.
15. Pupils will stand behind their chairs in silence waiting to be dismissed at the end of every lesson.

Pupils are expected to use the toilets before lessons and at break/lunch times. If pupils need the toilet during a lesson, the teacher will give the pupil a toilet pass. Using the toilet is not an acceptable excuse for being late to a lesson. We expect pupils to demonstrate good manners by going to their lesson first and seeking permission from their teacher.



Homework

Homework is recorded on Arbor for parents/carers and pupils to see.

Pupils are given adequate time to complete their homework. Homework is usually due within a week; subjects and teachers may vary with this.

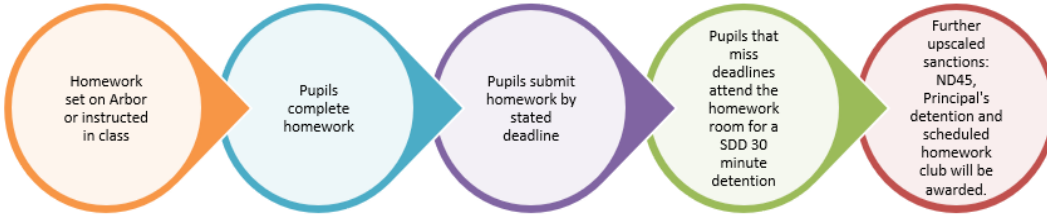
Every lunchtime there is homework clinic, pupils can go to this from 12.30-12.55 to use the school computers and access support from members of staff. We do this every evening after school as well from 3.15-4pm.

This allows pupils to complete their homework and to complete it on time. We want to remove all barriers to learning.

If a pupil does not complete their homework by the deadline given, they will be awarded a SDD30 minute detention for 'overdue homework' to complete in the homework rooms after school. Each key stage has a different homework room.

- If you do not do your homework and do not attend your SD30minute homework detention, you will be set a ND45 minute homework detention for the next day, and you still need to do your homework.
- If this becomes a pattern, you will have to go to homework club every week as an extra lesson and have a Principal's detention on a Friday evening.

On a Friday afternoon, only, Key stage 3 homework club merges with the Key stage 4 after school.



Code of Conduct

As in any community, we have rules, procedures and expectations that are about keeping everyone safe and promoting an inclusive, calm, and orderly environment.

Pupils are to:

- Respect all other people, regardless of race, culture, gender, sexuality, and religion.
- Behave in a purposeful, orderly, and safe manner.
- Follow the instructions from all staff.
- Wear the full academy uniform.
- Be punctual for tutor time and for all lessons.
- Walk on corridors and stairways on the left-hand side, in single file.
- Line up calmly for lessons in preparation for entering the classroom.
- Sit where directed to by their teachers.
- Stand behind their chairs on entering a classroom and wait to be seated.
- Stand behind their chairs at the end of a lesson and wait to be dismissed.
- Leave lessons only when given permission by a member of staff.
- Hand in all work on time.
- Have a pen, pencil, ruler and their organiser which is provided by the academy and a suitable bag.
- Always be clean and tidy.
- Be respectful of the academy buildings, classroom property (equipment, books, stationary) and other people's property.
- Work to the best of their ability during lessons.
- Respect teachers and other pupils in lessons by listening and not interrupting or calling out.
- Remain seated during lessons unless given permission to leave their seat.



Pupils must not:

- Use mobile phones or other electrical items on the academy site.
- Use bad language or swear anywhere on the academy site.
- Wear make-up, false nails or eyelashes, hair extensions or more than one pair of plain small ear-studs in each lobe.
- Smoke or 'vape' or bring anything illegal/dangerous onto or near the academy site.
- Write on desks, walls, equipment, or the academy fabric.
- Show intimidating or discriminatory behaviour - physically, verbally, or otherwise.
- Leave classrooms without permission.
- Run along the corridors or on the stairways.
- Interfere with other pupils' work either physically or verbally.
- Steal academy property or that of other pupils.
- Bring chewing gum, fizzy or energy drinks into school. They are banned and will be confiscated and binned; girls can drink water in most lessons (but not in science labs or lessons with computers/laptops for health and safety reasons).
- Access other pupils' files on the academy's computer network.
- Behave in any way that brings the academy into disrepute.
- Film or take photographs on or near the academy site.
- Misuse social media to bully or intimidate other members of the school community.

Arbor

The Academy records positive and negative behaviour events in a system called Arbor. It is an online system, which teachers use to track achievement and behaviour throughout the school year.

This produces a live feed of their child's behaviour, it highlights their positive BUILD points immediately and if they have a detention that they need to attend and the timing of it therefore, making it an immediate point of communication with parents.

Pupils also have access to Arbor, seeing the same icons and format as the parent app, this should encourage pupils to check and monitor their own behaviour, which also promotes the competition between the House system.

Arbor

Behaviour Processes

Positives – displaying the NGA Way



Rewards and recognition of pupils' accomplishments are offered through:

- Verbal praise given by teachers at any possible opportunity.
- Letters/Emails of achievement sent home.
- Pastoral recognition: star of the week, 10/10, year group bingo, worker of the week and social media recognition.
- Awarding of a BUILD point.
- BUILD certificates: Bronze (350 BUILD points), Silver (750 points), Gold (900 points), Platinum (1000 points).
- End of Term rewards for the top 20% of each year group (subject to change).
- Term 1: A day at the movies (in school)
- Term 2: Trips - Year 7 - Wollaton Park. Year 8 - Clip'n'Climb. Year 9 - Ice skating disco. Year 10 - Day at the seaside. Year 11 – Prom. Year 12 - Day at the seaside. Year 13 – Prom / Leavers meal
- Term 3: Alton Towers
- Pupils with no negatives and 100% attendance have an additional reward or time slot on an activity of their choice and a letter home from the Principal.
- Articles in the Academy's newsletter giving details of participation and achievements.
- Awards of trophies for success in competitive House events.
- End-of-term celebration assemblies used to give out certificates gained for various reasons from subject teachers and the pastoral team, outstanding effort, participation, attendance, or achievement.
- Letter home from the Principal.
- End of year vouchers for DHoY, HoY and SLT award per year group.
- Attendance randomiser per year group - Intu vouchers.
- Various reward opportunities for each year group 7-13, with attendance and good behaviour being pre-requisite to their award.
- Intervention rewards throughout the year for different groups of pupils, dependent on their needs.
- Ceremony of Awards evening to be held each year.

Behaviour Processes

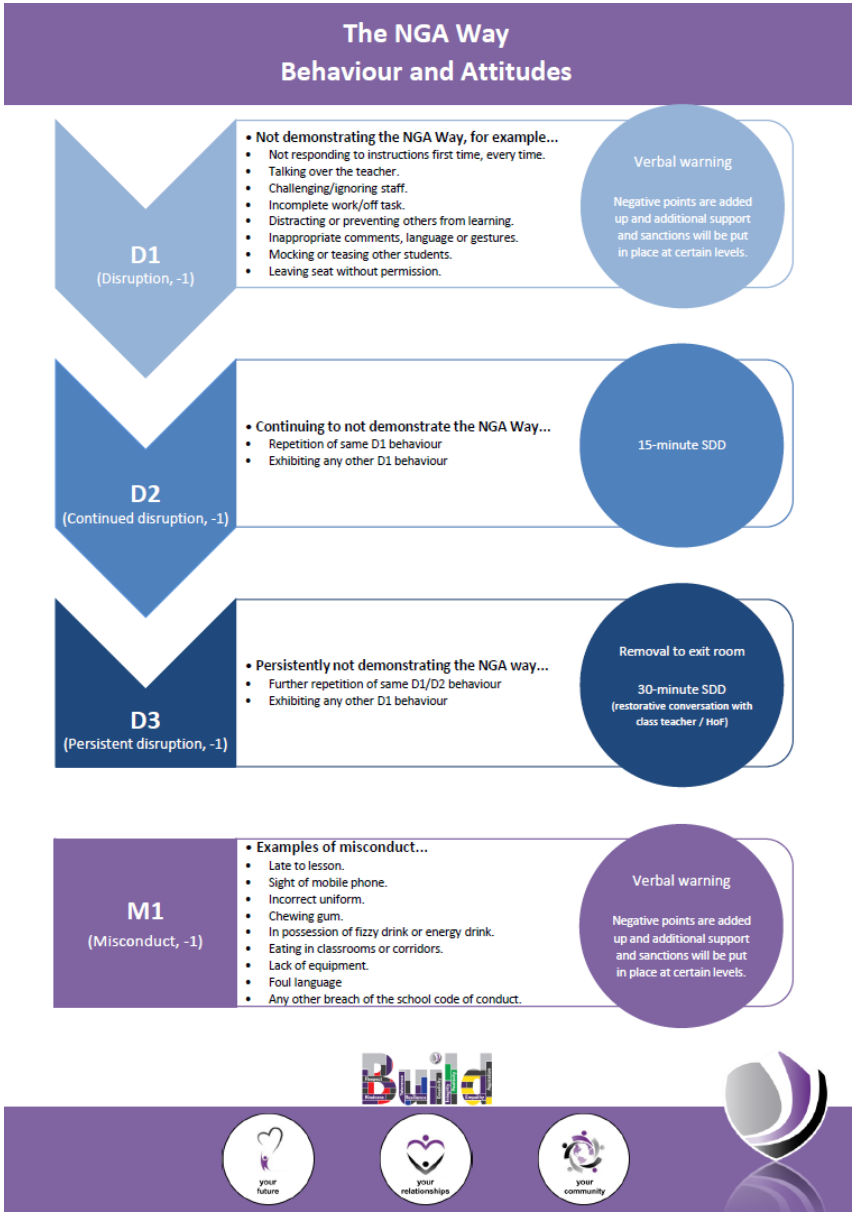
Understanding negative classroom behaviour

In the table below, the left-hand column gives an example of what we would expect to see in a lesson from pupils following the NGA Way. The right-hand column provides some examples of negative behaviour that a pupil may present in relation to that expectation, resulting in warnings or further sanctions.

Positive expression of the NGA Way	Examples of behaviour that may result in a D1
Positively participate in all tasks **(Attitude to Learning)**	Pupils are not trying to complete the work. Pupils are not focusing on their work because they are engaging in off-task conversations.
Challenge yourself **(Attitude to Learning)**	Pupils are finding the work challenging but have not attempted the work or asked for help. Pupils have completed the work but is not seeking to get it checked or to challenge themselves by requesting an extension task.
Encourage everyone with kindness and fairness **(Attitude to Learning, Manners)**	Pupils do not co-operate with others. Pupils talk over the teacher or other pupils. Pupils call out or make inappropriate comments.
Respect each other and the environment always **(Conflict & Resolution)**	Pupils use impolite language to others. Pupils do not respect academy equipment. Pupils interfere with other pupils' work or learning.
Follow instructions immediately **(Response)**	Pupil does not follow a clear instruction straight away. Pupils argue about the instruction they have been given.
Ready to learn with resilience and responsibility. Arrive on time, organiser on desks and have correct equipment **(Uniform & Equipment, Attendance & Punctuality)**	Pupils are late for lessons without an acceptable reason. Pupils lack basic equipment or kit.

Once a teacher has used their de-escalation strategies, if the negative behaviour still hasn't been modified, then the next step is a D1 (Disruption) warning point.

The diagrams below provide examples of how our graduated response works:



The NGA Way
Behaviour and Attitudes

Red Line Behaviours
(-1)

Red Line Behaviours include...
- Walking away from a member of staff.
- Refusing to cooperate with a member of staff.
- Disruption of exit room.
- Verbal abuse, threatening behaviour or physical assault.
- Truanting.
- Bullying.
- Discrimination against any Protected Characteristic.

Use of exit room
D1, D2 or D3 + associated detention
Loss of social time (1 to 5 days)
Pastoral Isolation (1 to 5 days)
Referral to Principal for suspension.

15-minute Same-day Detention

Awarded for...
- D2s.
- Late to school.
- Red line behviours as appropriate.
- Failure to bring PE kit, Dance kit / log book.

Failure to attend = 30-minute next day detention & loss of social time.

30-minute Same-day Detention

Awarded for...
- D3s.
- Failure to attend homework club.
- Red line behaiours as appropriate.
- Failure to bring PE/Dance kit twice in a row.
- Refusal to put on spare kit.
- Failure to attend a 15-minute same-day detention.

Failure to attend = 30-minute next day detention & loss of social time.

Further failure to attend = 45-minute Principal's detention & loss of social time.

45-minute Principal's Detention

Awarded for...
- Continued failure to attend a 30-minute detention.
- Red line behaviours as appropriate.

Failure to attend = parental meeting + pastoral isolation / time at another site / suspension.

your future
your relationships
your community

Punctuality to school

You are expected to be on time to school and to all lessons. Punctuality is a core aspect of future employability and getting into good habits and routines is essential.

You are deemed to be late for school if you are not in your tutor room or assembly line by the time the 8.45am bell rings. When you are late to school, you will miss vital learning, notices, and content from our PSHE programme of study. We place a great deal of importance on this and therefore treat lateness to school seriously.

The sanctions for lateness to school are the same every day an instant 15SDD. However, pupils' punctuality is monitored and there are different layers of support added by the pastoral teams.

1st late

- 15-minute same-day after school detention in the dining room at 3.15pm.

1+ lates

- A pupils punctuality to school is monitored by the pastoral teams.
- Tutors will discuss punctuality to school and try to reduce the barriers.

Persistent lateness

- Parental meeting to discuss impact of continued lateness and strategies to improve punctuality. Fixed term penalty notices can now be awarded for students with over 10 sessions of lateness. Pupils who are persistently late will be placed onto the 3 stages for late to school.

Detention length increases to encourage pupils to come into school on time.

Late Stages

Pupils that are consistently arriving late to school repeatedly will receive more serious consequences. Parents are requested in for meetings and pupils will be placed onto a graduated response to try and improve their punctuality. Instead of the instant 15SDD that is given to all pupils, certain pupils will be put onto the late-stage strategy plan.

Detention length increases as a deterrent for pupils to continue to be late to school.

Stage 1 > increase from a 15SDD to an instant 30SDD.

Stage 2 > increase from a 30SDD to an instant 45SDD.

Stage 3 > increase from a 45SDD to an instant 60SDD.

Stage 1

- Every time the pupil is late.
- 30 minute same-day after school detention in the dining room at 3.15pm.

Stage 2

- Every time the pupil is late.
- 45 minute same-day after school detention in the dining room at 3.15pm.

Stage 3

- Every time the pupil is late.
- 60 minute same-day after school detention in the dining room at 3.15pm.

Behaviour incident type	Length	Name of Detention	1st Upscale behaviour	1st Upscale detention	2nd Upscale behaviour	2nd Upscale detention	If I do not attend
Late Stage 1 30SDD	30	Late Stage 1 30 mins	Use existing behaviour type failure to attend 30 min	Detention Upscale 30min to 45min	Use existing behaviour type failure to attend 45 min detention which gives normal Principal's detention	Principal's Detention Friday 45D	Day of isolation, offsite provision or suspension
Late Stage 2 45SDD	45	Late Stage 2 45 mins	Use new behaviour type Failure to Attend Late Stage 2 45 Minute Detention which gives 60 min detention	Late Stage 2 (Upscale)	Use new behaviour type Failure to Attend Late Stage 2 60 Minute Detention which gives normal Principal's detention	Principal's Detention Friday 45D	Day of isolation, offsite provision or suspension
Late Stage 3 60SDD	60	Late Stage 3 60 mins	Use new behaviour type Failure to Attend Late Stage 3 60 Minute Detention	Late Stage 3 (Upscale)	Use new behaviour type Failure to Attend Late Stage 3 2nd 60 Minute Detention + loss of social time break and lunch time	Principal's Detention Friday 45D	Day of isolation, offsite provision or suspension

How the detentions upscale in length if the detention is not attended.

Punctuality to lessons

When you are late, you disrupt the learning of other pupils in that lesson as well as your own. This is not acceptable, and the expectation will be reinforced with an escalation of same day after school detentions. As explained below, pupils that are persistently late to lessons will have further sanctions imposed.

1st late to lesson

- 15-minute same-day after school detention in the dining room at 3.15pm.

1+ late to lesson

- A pupils punctuality to lessons are monitored by the faculty and pastoral teams.
- Pastoral teams and faculty teams will discuss punctuality to lessons and try to reduce the barriers.

Persistent lateness

- Parental meeting to discuss impact of continued lateness and strategies to improve punctuality. Pupils who are persistently late will be placed onto faculty or punctuality to lesson reports.

Truancy

If pupils truant lessons, they are displaying a red line behaviour, therefore there will be an immediate 30-minute same-day after school detention issued for each lesson truanted, where they will catch up with missed learning from the lesson. If this persists, further sanctions will be put into place following a parental meeting, isolations, offsite provision or suspensions.

Misconduct points

In addition to disruptive behaviour in lessons, misconduct points M1's and M2's will be awarded to pupils found in breach of the following rules. (M1's and M2's has a -1 impact on a pupil's overall BUILD points).

Misconduct M1's:

- Mobile phone being seen or heard for any reason.
- Incorrect uniform.
- Chewing gum.
- Possession of fizzy drinks or energy drinks.
- Eating in classrooms or corridors (and drinking in some classrooms such as science labs or computer rooms).
- Lack of equipment.
- Use of foul language.
- Any other breach of the school code of conduct.

Misconduct M2's:

- No kit.
- No logbook.
- Failure to bring in ingredients or equipment.
- Repeated overdue library book.
- Any other breach of misconduct.
- Repetitive breach of M1's.

Pastoral staff will check negative points regularly and further support and sanctions will be put in place when the tally of negative points hit certain values. For negatives these are -20, -40, -60, -80+. This could result in parent meetings, isolation, respite at another site and other graduated sanctions.

Detentions

At 3.15pm pupils will walk quickly to the dining room and begin their detention.

Detentions will be in 3 15-minute slots, equating either 15, 30 or 45 minute detentions on the same-day detentions.

A pupil that has been awarded a detention is expected to remember to attend their detention.

There are 3 after school detentions slots per evening:

- 15:15 to 15:30
- 15:30 to 15:45
- 15:45 to 16:00

Detentions are set automatically to the next available slot when behaviour is recorded.

If all 3 slots have been filled in a day, the detention will be carried over to the following day.

A restorative conversation is held, and the pupil can reintegrate into academy life quickly.

If pupils forget to attend their detentions, then they upscale in their length and further failure to attend could result in a 45-minute Principal's detention on a Friday, a day in isolation or further a suspension.

A detention takes priority over all other school activities (e.g., sporting, or other extra-curricular events). The only circumstances that will cause a detention to be rearranged will be pupil absence from school, prearranged medical appointments (the school will ask for evidence) or a very specific and evidenced safeguarding concern.

It is Academy policy that any sanction issued must be served by the pupil. Further strict sanctions must be applied when detentions have been avoided so that we can ensure pupils respect the system and work within it.

Likewise, if you demonstrate inappropriate behaviour during a detention, you will be withdrawn, and a further sanction will be applied. The usual escalation process is below but will depend on the child and the circumstances.

Repeated Pastoral Isolation

If you are placed into pastoral isolation on 3 occasions in a week, you will remain in isolation until a parent/carer meeting has been completed. Repeated behaviour in this manner could lead to a suspension.

Mobile phones and electronic devices

Mobile phones (and any other connected devices including earbuds/headphones, tablets and smart glasses) **must not be seen or heard on the school site for any reason**. Before pupils enter the school gates, they need to put their phones and other devices away in their bags.

An 'out of sight, out of mind' principle needs to be followed. Pupils must only take their mobile phones out of their bags at the end of the day once they exit through the courtyard gates (and must still not take photographs or videos on or near the site).

If a mobile phone is seen or heard for any reason during the school day, then it will be confiscated. The member of staff confiscating the phone will hand it into reception and your parent will need to come and collect it before 4pm. Each confiscation will be logged by the member of staff removing it; this will be recorded as a misconduct point. The misconduct behaviour points process will be put in place and further sanctions will apply for repeated offences.

As with all prohibited items, the Principal has the right to instruct a search of a pupil's' bag and coat, if there are reasonable grounds to suspect a pupil has a phone but is refusing to hand it over.

If a pupil refuses to hand in their device, they will be isolated for the remainder of the day and suspended the following day. Following the suspension, they will be expected to surrender their device each morning on arrival at school and only collect it as they leave school. This will be for an agreed period (not usually less than 2 weeks).

If there is an emergency and a pupil feels that they need to contact their parent/carer, they must speak to their pastoral team, who may give permission to use the mobile phone in a private area.

Pupils on report

Pupils can be placed onto the following reports:

- Tutor, HoY, SLT and HoF report – paper report.
- Punctuality report – paper report.
- Positive report – paper report.

Pupils will meet the member of staff in the morning for a reminder of their targets. Each lesson the teacher will give you a positive or a negative outcome, there are sanctions for negative outcomes. It is your responsibility to remind the teacher to give you an outcome per lesson. At the end of the day, you need to meet and greet the member of staff again to go through your activity log.

Pupils Attendance and Punctuality

The amount of learning time that is lost at different stages of absence over a school year: The impact that having time out of school can have on the pupil's attainment:

• Pupils that have **severe absence** (below 50% attendance) only have a 5% chance of achieving 5 GCSEs at grade 4 or above including English and maths.
• Pupils that are **persistently absent** (below 90% attendance) still only have a 36% chance of getting 5 GCSEs at grade 4 or above including English and maths.
• Whereas pupils who are **rarely absent** (above 95%) have a 78% chance of 5 GCSEs at grade 4 or above including English and maths.

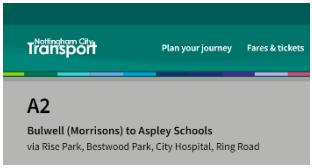
Days Absent	Risk of Persistent Absentee Level
1>9 days	Low risk of PA
10>14 days	Moderate risk of PA
15>18 days	High risk of PA
19 days	Persistent Absentee

100-98%	Excellent - children are accessing all learning opportunities
97-96%	Good - very few learning opportunities are missed
95-94%	Risk of underachievement. Up to 10 days absent in an academic year.
93-92	Risk of underachievement. Up to 15 days absent in an academic year.
91-90%	Severe risk of underachievement.
90%	Extreme risk of underachievement. Up to 22 days absent in an academic year

The link between attendance and academic progress and attainment is undeniable. When you total the minutes lost, through lateness, you can see how attainment can be significantly affected and particularly in all their period 1 lessons.

Minutes late per day	Loss of learning time over the year	Impact on attainment
5 minutes late each day	3 days loss of learning	Less chance of success
10 minutes late each day	6.5 days loss of learning	
15 minutes late each day	9.5 days loss of learning	Serious impact on education and reduced career chances
20 minutes late each day	13 days loss of learning	
25 minutes late each day	16 days loss of learning	

The NGA Tour





Travelling to school

Remember that when you are wearing the NGA uniform, you are representing our school. Making sure that you are doing the right thing, showing great manners, and upholding your integrity, no matter where you are, you will ensure that the correct conduct is displayed.

Communicating to your friends in a respectful manner in front of strangers is what we expect to hear from our neighbours. You should not be shouting, swearing and being disrespectful to members of our community.

- If travelling by public transport, look for opportunities to be kind for example, give up your seat to those that might need it more e.g., young children, older people or someone who is pregnant.
- The 77 makes a special stop at our school gate (outside the back of the dining room) at 3.25pm but it can also be caught on Aspley Lane every 10 minutes.
- A1 service will be cancelled from September. A2 service will continue.
- If you are walking to/from school, use the pedestrian crossings and do not put yourself or others in danger.
- If you are cycling into school, you should wear a helmet and be safe on the roads.

If you have the opportunity, say a genuine thank you to the staff, driver, or shop keeper. Look them in the eye and make them feel that you genuinely appreciate their service.

Remember that you will sometimes see other pupils NOT following the NGA Way, but you should have the courage and the morals to follow it yourself and be an ally.

The School Gates

At the start of the day and at the end of the day there is a member of staff on the school gates. Manners and respect are a key part of the NGA Way; they are key attributes of successful people. When you enter the school gates, ensure electronic devices are switched off and securely put away and your uniform is correct. A school is a place of learning, so we do not allow distractions from mobile phones and other devices.





If you are biking to school, you must not ride your bike inside the school gates. You need to get off your bike at the gate and walk with your bike sensibly onto the school premises, to avoid accidents and place it onto the bike racks behind the MUGA.



Entry to tutor rooms and classrooms

Being punctual and on time is an important quality in a person and this prepares you for the world of work. The warning bell will go at 8.40 and you need to be at your tutor room by 8.45 ready for your uniform and equipment check or lining up for an assembly. Make sure you are here in plenty of time.

Pupils should find their quickest route to lessons so that they are following the NGA Way and are punctual to lessons.

MUGA

The MUGA is used at lunch time, it is restricted to only pupils using it in an active manner. The benches next to it are for 6th form pupils only, until the summer term, then other year groups can join them.

Corridors



Pupils walk on the left-hand side of the corridors and stairwells. Pupils will use polite language when moving from lesson to lesson. Pupils will walk, not run. If you see a visitor to the school, try to smile at them and say hello. Make them feel welcome and prove what a great community we are. There are 3 main floors and 6 corridors in the main building. The 6th Form Centre is the building next to the MUGA.

Dining room and canteen area

The canteen is open before school and at break and lunch time. Breakfast club is available from 8-8.30am, food is served from the front serving area, next to the dance studio doors.



At lunch time, each year group gets the chance to have lunch first, as the year groups work on a rotation each half term. Pupils will wait their turn and queue up outside until a member of staff lets you know when it is free to go inside.

Jacket potatoes, sandwiches and pasta meals are served from inside the dining room and hot dinners are served from the front serving area. Pupils will line up either side of the dining room.

For hot dinners, they line up outside of the library, until signalled to go in, and line up before the hot counter, which is next to the hall.

We want pupils to feel safe in the dining room, as different year groups will mix. Pupils will line up in single file, facing the front in the dining room queues and they will not queue jump.

NGA's definition of queue jumping:

- Cutting in front of people already in the queue.
- Leaving the queue and then attempting to re-enter at the same point.
- Saving a place for someone not in the queue.

Pupils should not be shouting across the room; communication will be respectful to peers and staff. It is important that you look after your litter, even if you feel no one is watching you and clear your plates properly onto the trolley's provided.

Line ups

At the end of lunch time, all key stage 3 pupils will line up ready to attend their P4 lessons.

Year 7 pupils will line up in front of the gym external doors.

Year 8 pupils will line up on the active yard.

Year 9 pupils will line up in front of the staffroom windows.

Courtyard

The courtyard is the main area that is used for social times, it is a place to chat with friends and rest at break and lunchtimes. The NGA Way conduct needs to be applied here, ensuring we use our manners, find resolution in conflicting situations by seeking an adult to help support. Pupils do not shout or swear across the courtyard and pupils do not 'play fight' with each other, as it is difficult to distinguish whether pupils are joking or not. Pupils do not run around on the courtyard, that is for the MUGA and the Active yard only.



Library



All pupils and staff can access the library at break and lunch time to borrow books or to read in there. During the day, in lesson time, classes are taught in there, so pupils or staff are not allowed to walk through or visit the library at those times.

Assembly line ups



Pupils will line up outside in front of the gym doors, in tutor groups ready to enter the hall for assembly. Each HoY will tell you which order that will be and you will line up in alphabetical order so that we practice this for fire evacuation line ups.

Prayer Room

Pupils can pray in the sixth form centre at lunch time. Pupils need to get a prayer sticker from their HoY/DHoY. They will write your name down on the prayer list so that we know who to expect in there. Pupils will use that as a pass to enter the building at lunch times. Pupils can use the toilets next door, and the prayer mats will be stored in the classroom. The member of SLT or sixth form representative inside the building, will check and do a register of the pupils so that we can monitor who is accessing the provision.

Fire evacuation line ups

All staff and pupils must exit the building and be at your designated area ready to be registered as quickly as possible.

- When the fire alarm sounds, you need to leave your belongings where they are and exit the room that you are in quickly, quietly, and calmly.
- You need to exit the closest stairwell/fire exit.
- You will find your year group and line up in tutor group and alphabetical order, just like your assembly line ups.
- Non-teaching staff and guests will line up outside of reception.

- Year 7 – on the main courtyard.
- Year 8 – on the main courtyard.
- Year 9 – on the Active Yard.
- Year 10 – on the MUGA (nearest to reception end).
- Year 11 - on the MUGA (in the middle).
- Sixth Form - on the MUGA (nearest to the bike rack end).
- FP - outside the library.

Your pastoral team will practice this with you.

Pastoral Offices

Each Key Stage has a pastoral office where their HoY, DHoY or their Senior Leadership Team link staff will be based. B.A.S.E 3 for Key Stage 3 pupils and B.A.S.E 4 for Key Stage 4 pupils. Pupils can go to the office during times of need; this predominantly needs to be at break and lunchtimes as they could be teaching or in meetings during lesson times.

The **Designated Safeguarding Lead** and **Education Welfare Officer** also share an office, in reception, so if you ever need to speak to either, you can visit, and they have a meeting room where you can talk to them.

Medical Room



The school nurse attends once a week, and their meetings are in the medical room. There might be times in school where you will receive First Aid in the medical room; usually it happens where the injury took place, but there might be times where you get moved to the medical room.

Asking for First Aid

The first aid provision and training that staff have had is for **Emergency** First Aid only. Therefore, pupils should only be asking classroom teachers to seek first aiders if it is an emergency. Examples of this could include:

- Fainting.
- Going into shock.
- A nosebleed.

- An injury that has taken place in your lesson.
- Immediate swelling to an injury that has happened in school.
- A bleed that needs a bandage or plaster.

You should go and see your HoY/DHoY for other times where you 'think' you need a first aider. If no one is in the pastoral office, you need to return to lessons until the end of the lesson when they will be back in the office. Examples of this could include:

- Feeling sick.
- Suffering with period pains.
- Vomiting.
- Anxious panic attacks.

If you start your period and need some sanitary products, you should immediately go and see the closest HoY/DHoY pastoral office to where you are; it does not need to be your specific HoY.

Other information

School trips

Similarly, to the way you conduct yourself when travelling to school, when you represent the school at sports fixtures, performing arts rehearsals, construction visits or any event/trip, you are wearing the NGA uniform, you are representing our school. Therefore, the same behaviour policies are applied. Making sure that you are doing the right thing, showing great manners, and upholding your integrity no matter where you are, is also a key process in stepping up and showing how you can interact with others in society.

All pupils attending a school trip or fixture/event must have parental consent provided via ParentPay. Parents/carers are required to complete the consent process, which includes providing medical information, emergency contact details, allergy and dietary requirements, and GP/doctor information where applicable.

Following submission through ParentPay, parents/carers should ensure that their child's Arbor account is updated to reflect any relevant medical, dietary, or emergency contact information provided.

Parents/carers are encouraged to complete the consent process as soon as possible to support the efficient organisation of trips and events and to ensure that all necessary information is available prior to departure.

How we communicate with each other

Pupils should only use kind, helpful words that build each other up. Banter or bullying is something that needs explaining and confirming to pupils.

Bullying: Is repeated behaviour which is intended to hurt someone either emotionally or physically.
Banter: Playful and friendly teasing.

Just because something isn't bullying doesn't mean it is acceptable. Just because you think something is 'banter' doesn't mean someone else will. Saying 'banter' is not an excuse for bullying. If you are guessing whether someone finds what you are saying hurtful or not, DON'T say it. It is difficult to truly see the impact of our words because it hurts the person on the inside. Your friend may even agree with you that it is 'banter', when on the inside, they find the comments hurtful.

We should avoid making comments about other people's physical appearance, embarrassing events that have happened in the past etc. Discrimination of any kind will not be tolerated; our 9 protected characteristics do just that. It is against the law to discriminate against anyone because of:

1. Age
2. Gender reassignment
3. Being married or in a civil partnership
4. Being pregnant or on maternity leave
5. Disability
6. Race including colour, nationality, ethnic or national origin
7. Religion or belief
8. Sex
9. Sexual orientation

There is certain language that is never acceptable to use. It may not offend you, or your friends, but it still may be hurtful to those that hear it. Certain words that we do not tolerate here at NGA are:

- the n-word;
- the p-word;
- any other words or phrases that can be interpreted as derogatory about a person's skin colour, ethnicity or faith (regardless of the context);
- any words or phrases that are derogatory to members of the LGBTQ+ community (regardless of the context);
- any words or phrases that are derogatory to people with disability (regardless of the context).
- any other language that makes negative comments about our community's protected characteristics.

The effects of hurtful comments on people, their families and friends can be devastating. As such, we must be a zero-bullying school. We must commit to standing up against it. Bystanders must stand up, speak up and let adults know so that it can be fixed, rather than trying to deal with the situation themselves. There is no such thing as 'snitching' at NGA. If there are disagreements with friends or other social groups, pupils will seek help from an adult to support them. Pupils will not make the situation worse by crowding around, they will find the nearest teacher on duty to help resolve the conflict the NGA Way.

Think about how you communicate online too. You must not be unkind towards your peers or other people on social media. You should be polite and kind online, just the same as when in school. If you are bullying, rude, or disrespectful online, you may be punished in the same way as if it had taken place in school. **You should think about how much time you spend online, and whether you could make better use of your time.**

Additional information and advice for pupils

What do you do when lining up for assembly? Pupils need to line up in their tutor groups, where the HoY has asked them to line up, in silence and in alphabetical order.

What do you do when lining up for the canteen? Pupils need to line up in single file, facing forwards, not pushing in or being rude and disrespectful to other peers queuing up correctly.

What do you do when a member of staff is speaking to you? You need to be silent so that you can listen to the information that is being provided; you might need to take notes; you might need to track the teacher so that you can follow the work or explanation on the board. There needs to be a focus on what is being said so that you can follow the next set of instructions.

If a member of staff is asking you to do something that you don't want to do, you need to remain calm and respectful in the situation, think about using your time out card if you have one, or other strategies that you have been asked to use in those particular situations so that you can regulate your emotions in the right way. You will still need to do what the member of staff has asked and once you have calmed down, you could go back to that member of staff at another point in the lesson or in social times to discuss the issue further.

What do you do when lining up in the corridor for your lesson? Pupils need to line up in single file, facing forwards, quietly waiting patiently for their teacher to let them in, with their coats and bags off, ready to enter the classroom.

How to communicate with your peers/staff and visitors? Pupils and staff will communicate with peers, staff, and visitors with respect, showing their NGA Way manners, making good eye contact where possible, to prepare pupils for when they leave the Academy and need to communicate with others in society. Confident voices, eye contact and manners, showing an interest by asking and answering questions.

What does working in silence look like? Working in your book, on a worksheet, on a laptop or reading a book, on your own, not talking to anyone else, not making any other sounds, but truly focusing on the task that you have been asked to complete. Not distracting others or causing unnecessary attention to yourself.

How to work in pairs? If a member of staff has asked you to work in pairs, that means working with just one other person, not turning around, and engaging with your other peers. Working together, means not just one person doing more work than the other, respectfully putting in an equal work rate to support your peer and get as much

information or to complete the task as well as you both can. Being on task is the focus, showing that you can communicate, be kind, resilient and aspirational with your partner.

How to work in groups? You need to be able to listen to others answers and ideas, accept that your input might not be as much as when working in pairs as there will be lots of other pupils wanting to have their say. When peers work together it is a great time to work on your tolerance and resilience and how to be kind with peers that you might not usually work with, which Is something you could have to do in Sixth form, college, on an apprenticeship, university, or your job. Working in groups allows you to work on those vital communication skills, draw upon knowledge from others which might make your work even better.

When a teacher reads in silence what do I need to do? If you have the book, extract, information in front of you as well, then you need to track the words at the same time, listening and reading the information to keep up with them, as best as you can, so that you can answer any questions or complete a task around the information that is being read. It means focusing on the information provided, not looking around the room, communicating to others.

When a teacher makes a mistake, how can I handle it? There will be times where staff will make mistakes, for example we might suspect the wrong person is talking. If you feel this is the case, then you can communicate this with your teacher at the end of the lesson, not during the lesson where it might cause conflict or worse, get you removed from your lesson. Staff are not interested in holding grudges or going out of their way to make things more difficult for you; everyone just wants as little low-level disruption as possible and to get on with the lesson as best as they all can.

When you are late to a lesson? You need to apologise to the member of staff for being late, quietly sit down at your seat and as quickly as you can get your equipment out ready to conduct your lesson, so that you do not miss out on any more learning. Being late will contribute to your negative behaviour points and award you a 15 SDD, further lates will be monitored by the pastoral leads and support and sanctions put in accordingly.

How to resolve an issue of conflict? In most situations people think that they can handle it themselves, sometimes this works and sometimes it doesn't. We would like pupils to seek an adult's support if there is an issue that you are having with other pupils or a

member of staff. Speak to your Tutor/ HoY/DHoY about the situation and we will support you. Talking is vital in any area of conflict, whether that be in school or at home.

What to do if there is a fight in the courtyard? We expect pupils to find the nearest adult so that they can help with the situation. **Do not be a bystander**. We do not want pupils crowding around, it isn't safe for you, or the pupils involved in the fight, and it makes it more difficult for the adults to try and help. You could support your peers by telling them not to fight in the first place or by pulling them away and moving away from the situation. Fighting doesn't resolve the issue. It just gives more people something to talk about, it is also known as assault and there will be serious sanctions to any type of behaviour displayed in this manner. If pupils are caught to be recording, motivating others, cheering for the fight and being bystanders, they will have sanctions awarded to them such as a suspension.

What could happen if I bring something into school that I am not allowed? School staff can search a pupil with their consent for any item banned under school rules (this can be found in the behaviour policy on the school website). The Principal and staff authorised by them, have a statutory power to search pupils and their possessions (without consent) where they suspect the pupil may have certain prohibited items. The items that can be searched for under this statute (again, are in the behaviour policy on the school website) are bladed articles (including knives), alcohol, illegal drugs, excessive dosages of medications and items believed to be stolen.

This booklet has been produced to provide you with additional information to the behaviour policy.