

NOTTINGHAM GIRLS' ACADEMY BEHAVIOUR POLICY

Local Arrangements

REVIEWED

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Next Review

July 2027

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Aims of this policy

The aim of this document is to set out how Nottingham Girls' Academy will put the Greenwood Academies Trust Behaviour Policy into practice. This document must be read in conjunction with the NGA Way pupil and parent behaviour booklet and the Greenwood Academies Pupil Behaviour Exclusions Policy. This document exemplifies how we create and maintain the positive climate required to fulfil our mission and remain true to our values:

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 priorities.
- High expectations which are clearly communicated to pupils, parents and staff via assemblies, letters, noticeboards, tutor time notices, pupil planners and the website.
- Clear procedures and systems to ensure effective and timely recording and sharing of information.

Principles

We believe that holding high expectations of how pupils should behave and conduct themselves is essential. We also understand that, in collaboration with parents and carers, part of our job is to teach pupils how to achieve them. Our default method for achieving this is through positive reinforcement. However, sanctions will also be used to reinforce expectations when they are not being met.

Responsibilities

All staff are responsible and accountable for reinforcing the Academy's high expectations and ensuring any rewards, sanctions and interventions are appropriate, timely and consistent with this policy.

Our focus is to encourage positive behaviours and attitudes. Staff will do so by using praise, recognition, and rewards.

Where negative behaviour or attitudes are evident, we will seek to clarify our expectations with the pupil and give them an opportunity to demonstrate the appropriate behaviour and attitude.

However, when negative behaviour and attitudes persist, or when a pupil disrupts the learning of other pupils, deliberately upsets, mistreats, or harms a member of the school community or its fabric, or demonstrates intolerance for someone with a protected characteristic we will apply sanctions to reinforce our expectations.

When pupils behave inappropriately, teachers will respond with a cool and calm response. Teachers should save their emotion, passion, enthusiasm, and excitement for when it has most impact - when pupils behave appropriately. Setting the scene for positive behaviour is key.

Key questions for teachers

- Have I planned my lesson appropriately and are pupils clear what they are learning, what they are doing to demonstrate that learning and why?
- Am I praising and rewarding those who behave and work hard?
- Is the work relevant, challenging, and interesting enough to engage pupils in learning?
- Are the needs of all learners planned and catered for?
- Are the resources appropriate and readily available so that pace is maintained?
- Is my seating plan right and have I made my expectations clear?
- Have I taken control of the class on entry, during the lesson and at the end of the lesson?

Positive role modelling

In order to create a positive, welcoming atmosphere, teachers will aim to be at the door, smile, and be enthusiastic about working with the pupils and about the content/context of the lesson. When pupils are having difficulty, teachers will discuss how successful learners deal with their frustrations and create a calm atmosphere. Consideration will be given to Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with pupils allows them to think outside the box.

Consistency

Pupils respond positively to routine and predictable, reliable, consistent patterns. All teachers will ask pupils to follow a set of clear routines at the start and end of every lesson and use the NGA Way to inform effective teaching practice and behaviour management.

Leadership and Management

The Principal will make the final decision on sanctions for behaviour.

The Senior Leadership Team (SLT) will investigate incidents that occur, discuss them with pastoral teams to ensure there is a holistic approach, and make recommendations to the Principal regarding sanctions, restorations, and support.

The senior leader with responsibility for Behaviour and Attitudes (Mrs Turner-Ramadan), will review behaviour processes and policies directly with the Principal.

A member of SLT oversees each year group and will work directly with their pastoral team to ensure pupils are abiding by our code of conduct and given support where it is required.

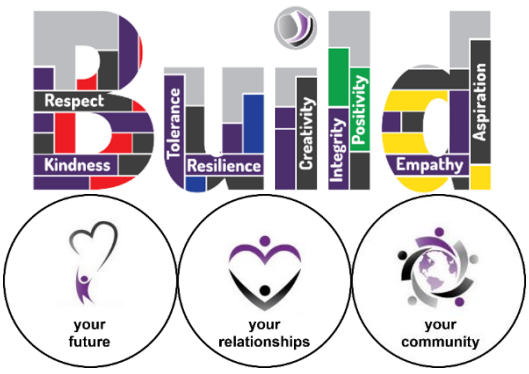
Each Head of Year (HoY) is responsible for the pupils in their year group and each Head of Faculty (HoF) is responsible for support and intervention within their subjects. All parties triangulate information, along with parent and pupil voice to support each pupil's individual needs.

Rewards and recognition – BUILD points

In all classrooms we aim for praise to outweigh consequences. Teachers should aim for a ratio of at least 80:20. We want to concentrate on positive aspects of behaviour.

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

There are 9 qualities that we explicitly focus on developing through our 'BUILD' programme'. Opportunities to develop these qualities are embedded into our curriculum. When pupils demonstrate that they are developing any one of these qualities, this is recognised by awarding a 'BUILD point'. These are broken into 3 categories, encouraging pupils to:



Houses

Each BUILD point that is awarded to pupils, builds up a tally towards their 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'



Praise and recognition are vital in helping us raise our pupils' self-esteem and confidence. Rewarding pupils when they meet significant milestones in the number of BUILD points awarded helps encourage positive behaviours and create the safe, kind, nurturing and inclusive environment we value. The Academy policy is to reinforce good behaviour and self-discipline informally through positive feedback and praise and giving affirmation and recognition to pupils who model high standards. Pupils who behave well and meet the Academy's high expectations should be recognised for good behaviour through the rewards system.

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 10% of each year group
- 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 sports events and other 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.

- End of year vouchers for Deputy Head of Year award (DHoY), Head of Year (HoY) award and the Senior Leader Team (SLT) award per year group.
- Letters home from the Principal, SLT, DHoY and HoY.
- Attendance randomiser per year group – Intu, Amazon and Just Eat 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 September.

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.
These are set out in the Code of Conduct below:

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 of 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 planner (which is provided by the academy) and a suitable bag.
- Be clean and tidy at all times.
- Be respectful of the academy buildings and property 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' in 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, on the stairways or in the courtyards.
- 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.

Pupil transition

In year admissions are inducted on the behaviour processes, rules, and routines by their Head of Year. Their tutor will then further support the pupil in ensuring they are familiar with their surroundings and the code of conduct.

Year 6 into year 7 transition takes place in term 3 and key staff support their transition by having transition days, additional phone calls, additional meetings and visits depending on their needs. Throughout the transition process, pupils are given information regarding our behaviour processes and further reminded of these when they begin their journey with us in term 1 of Year 7.

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. It allows us to record and analyse positive and negative behaviour in the academy therefore; we can give suitable recognition and reward for milestones of positive behaviour. It also allows us to identify patterns in negative behaviours that might suggest a pupil requires further pastoral intervention or a colleague needs further support.

Parents/carers have access to Arbor so that they can view their child's behaviour records whenever they like via an app. This produces a live feed of their child's behaviour, it highlights 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. In addition it will email parents/carers the details of the detentions and when they will take place.

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

Staff are therefore asked to record the following in Arbor:

- BUILD Points (Positive Behaviour Points).
- Negative Behaviour Points.
- Detentions (including marking attendance to these).
- Pupils placed on Faculty, Tutor, HoY or SLT Report.
- Pupils placed in Faculty isolation.
- Pupils placed in pastoral isolation.
- Actions taken as the member of staff 'On-Call'.
- Additional escalation and/or interventions made in response to a particular incident.

Managing negative behaviour

If a pupil fails to comply with the code of conduct or meet expectations in or out of the classroom, a range of strategies and sanctions are available to staff with which to reinforce those expectations. The list of

these below is not intended as a hierarchy to be followed in order, nor is it an exhaustive list. Every situation and pupil are different and some strategies on the list may not be appropriate to the situation or pupil; teachers will use their professional judgement and be flexible when responding to negative behaviours and attitudes and reinforce expectations to re-engage pupils in learning.

De-escalation

Where possible, staff will use techniques to intervene early when they see the signs of negative behaviour and de-escalate. This may take the form of:

- A quiet word or private discussion with the pupil to highlight the issue and agree what needs to happen for things to improve.
- Various de-escalation strategies: praise the positives; deliberate ignoring; distraction; body language; non-verbal cues; humour; change of teaching style; relocation; position; intervention.

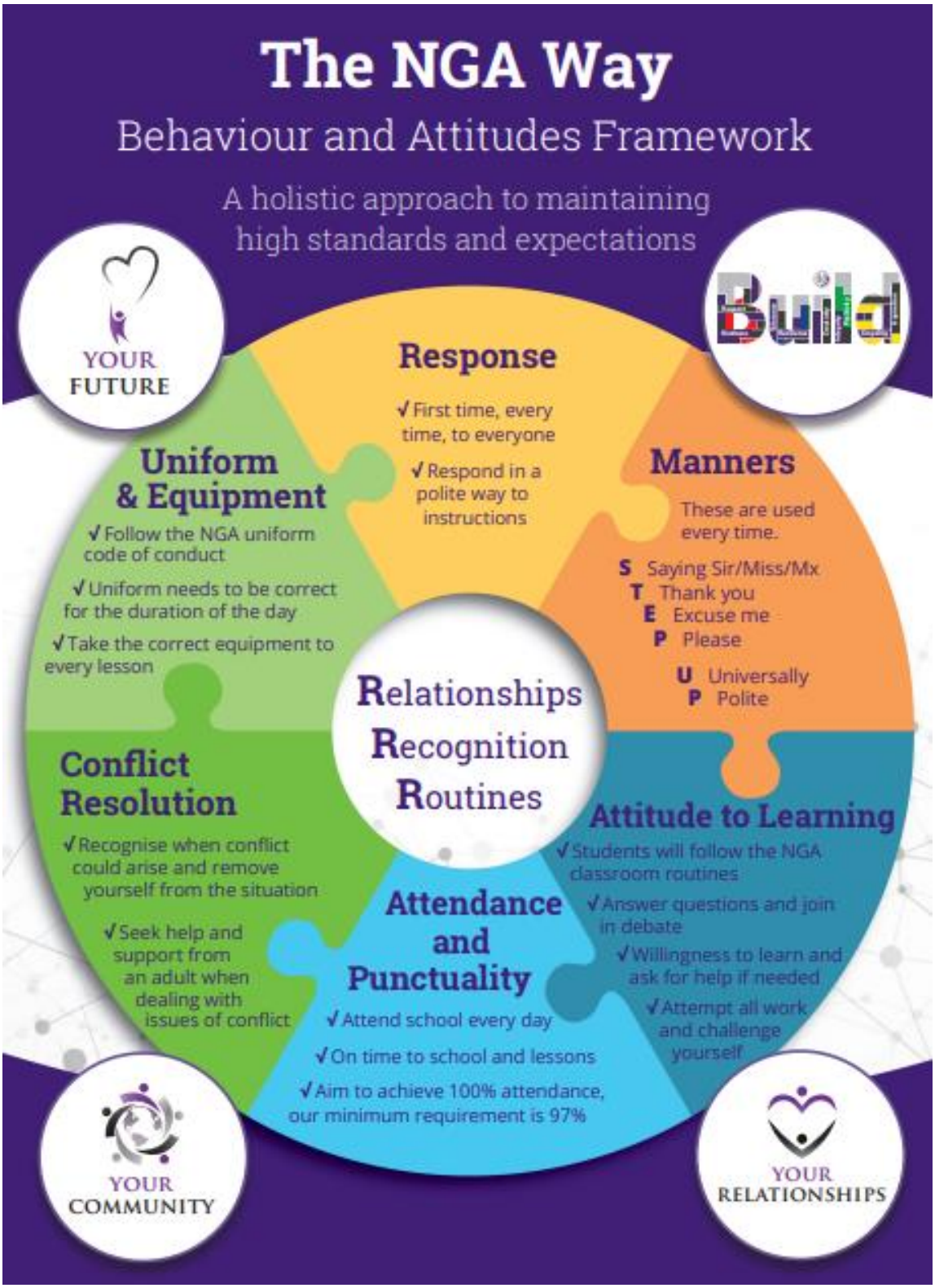
Loss of BUILD points

Pupils will lose BUILD points when they fail to comply with the code of conduct or meet expectations. The removal of BUILD points allows us to fairly identify those pupils who regularly behave well and meet our expectations so that they can be rewarded as described above. In most cases, the removal of BUILD points is accompanied by an additional sanction to reinforce the standards required.

Communicating our expectations

To help pupils remember the standards expected of them, the NGA Way: Behaviour and Attitudes poster is displayed in every room. It reminds pupils that they must:

- **Respond** positively, politely, and compliantly with all staff whenever they are asked to do something.
- Use good **manners** at all times.
- Adopt a positive **attitude to learning**; engaging in lessons, seeking support and help when needed, and challenging themselves to do the best they can.
- **Attend** school and all lessons every day and on time.
- **Avoid conflict** by not confronting others and seeking support from an adult to help resolve disputes and problems.
- Wear the school **uniform** and bring the correct **equipment** every day.


The NGA Way
Behaviour and Attitudes Framework
A holistic approach to maintaining high standards and expectations
YOUR FUTURE
Build
Response
√ First time, every time, to everyone
√ Respond in a polite way to instructions
Uniform & Equipment
√ Follow the NGA uniform code of conduct
√ Uniform needs to be correct for the duration of the day
√ Take the correct equipment to every lesson
Manners
These are used every time.
S Saying Sir/Miss/Mx
T Thank you
E Excuse me
P Please
U Universally
P Polite
Relationships
Recognition
Routines
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
Attendance and Punctuality
√ Attend school every day
√ On time to school and lessons
√ Aim to achieve 100% attendance, our minimum requirement is 97%
Attitude to Learning
√ Students will 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
YOUR COMMUNITY
YOUR RELATIONSHIPS

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.

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.

Positive expression of the NGA Way	Examples of behaviour that may result in a D1
Positively participate in all tasks **(Attitude to Learning)**	Pupil is not trying to complete the work. Pupil is not focusing on their work because they are engaging in off-task conversations.
Challenge yourself **(Attitude to Learning)**	Pupil is finding the work challenging but has not attempted the work or asked for help. Pupil has 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)**	Pupil does not co-operate with others. Pupil talks over the teacher or other pupils. Pupil calls out or makes inappropriate comments.
Respect each other and the environment always **(Conflict & Resolution)**	Pupil uses impolite language to others. Pupil does not respect academy equipment. Pupil interferes with other pupils work or learning.
Follow instructions immediately **(Response)**	Pupil does not follow a clear instruction straight away. Pupil argues about an instruction they have been given.
Ready to learn with resilience and responsibility. Arrive on time, planners on desks and have correct equipment **(Uniform & Equipment, Attendance & Punctuality)**	Pupil is late to lesson without an acceptable reason. Pupil lacks basic equipment or kit.

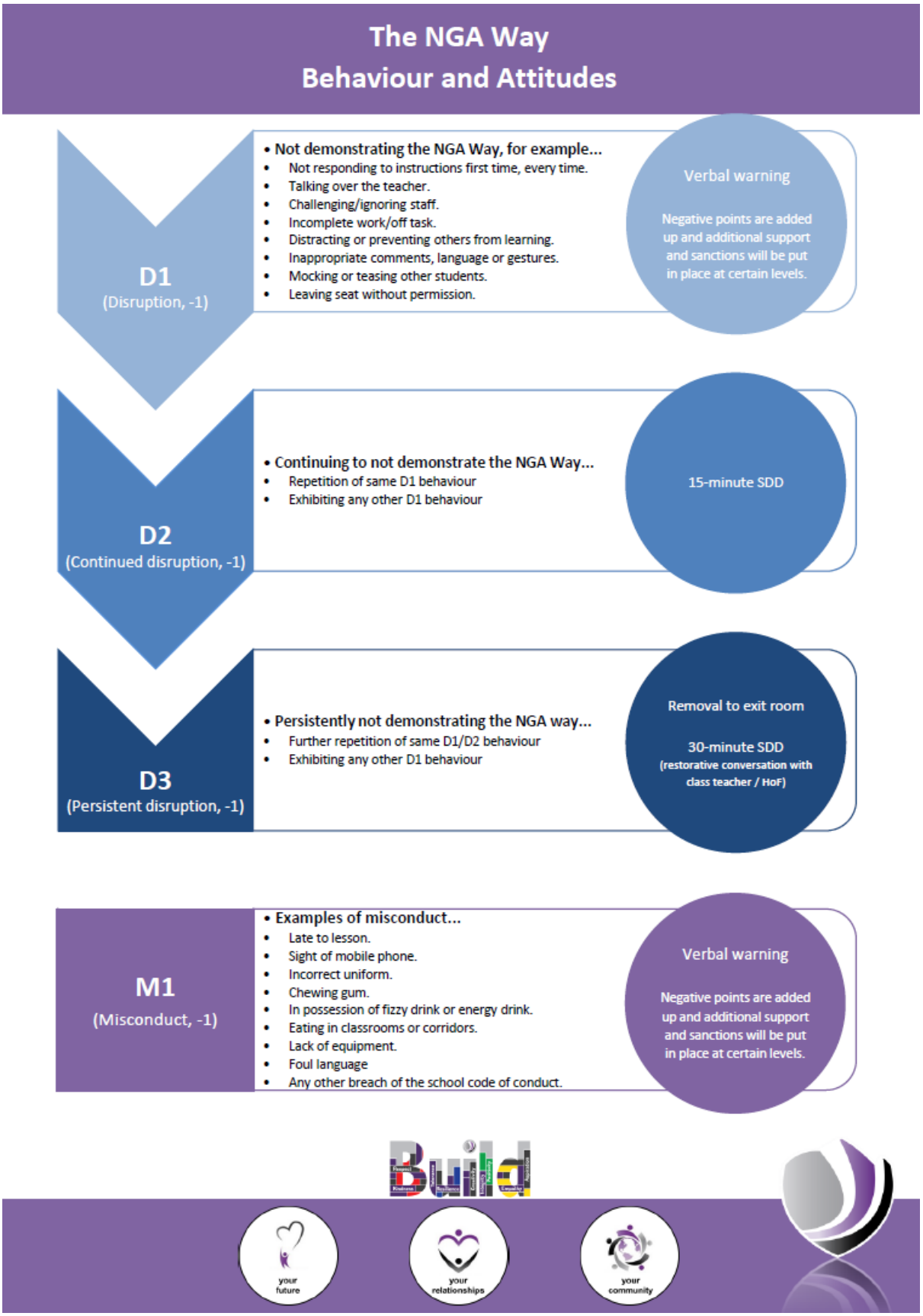
A graduated response to negative behaviour in lessons

Relationships, Recognition and Routines are our 3 R's.

We recognise the importance of developing positive staff-pupil **relationships** and an atmosphere in which children feel supported, nurtured, and safe. Staff use praise and BUILD points to **recognise** positive behaviour and employ consistent **routines**, so pupils feel confident in knowing what is expected of them - and what will happen if they fail to meet those expectations.

When pupils fail to meet expectations or follow the code of conduct, it is important that pupils are reminded of the boundaries in place with an appropriate sanction and then given the opportunity to demonstrate they have learnt from their mistake. When negative behaviour is not modified either immediately or over time then increased sanctions will be used to help reinforce expectations or break the bad habits that are being displayed.

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 behaviours 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.

Build

your future

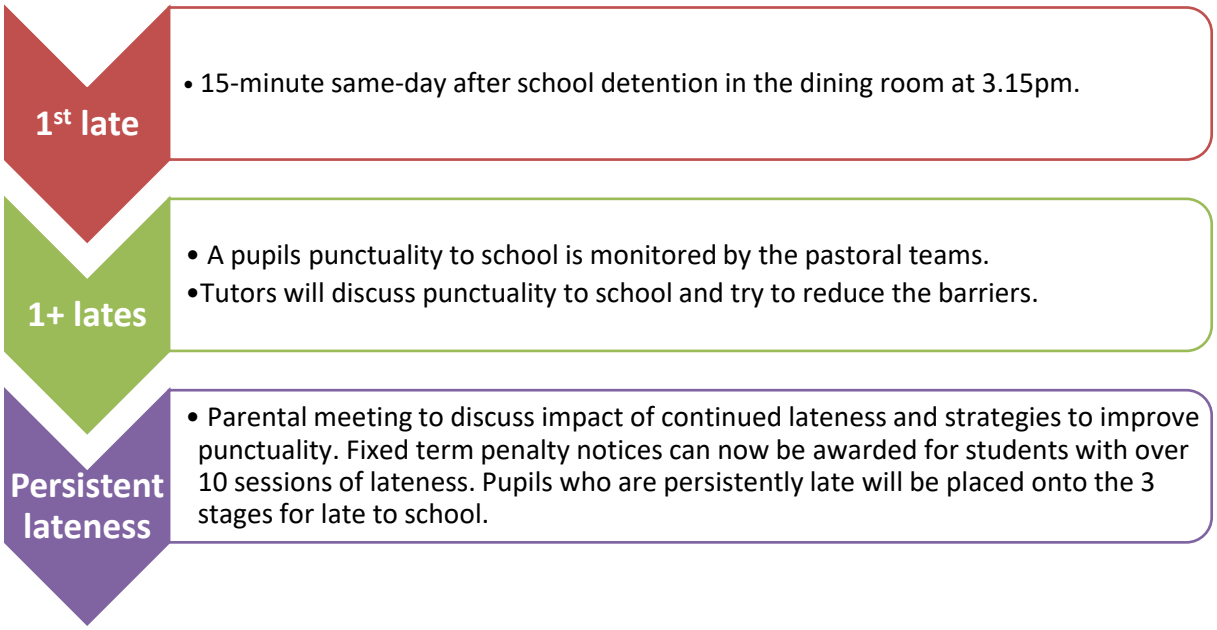
your relationships

your community

Punctuality to school

Pupils 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.

A pupil is deemed to be late for school if they are not in their tutor room by the time the 8.45am bell rings. When a pupil is late to school, they will miss part (or all) of tutor time. This means they will miss vital notices for their day and uniform and equipment checks, so that they are ready to begin their learning P1. We place a great deal of importance on this and treat lateness to school seriously. The sanctions for lateness to school are graduated according to the number of times a pupil is late in a week as follows:



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

Punctuality to school – late stages

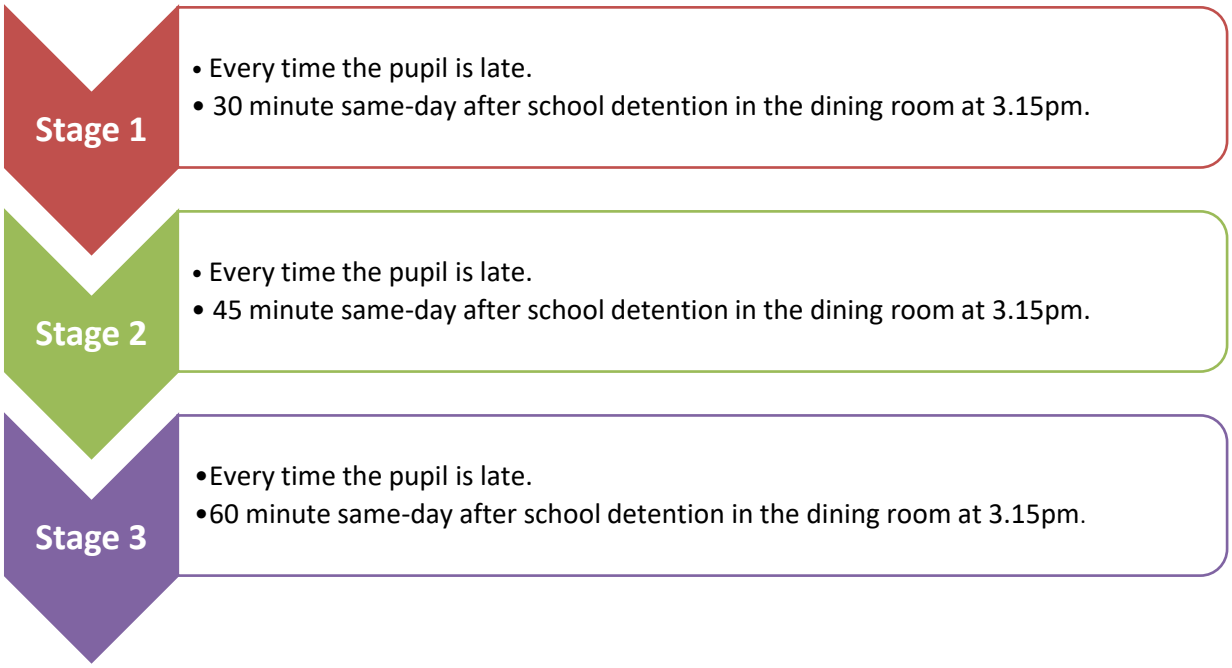
Pupils that are consistently arriving late to school repeatedly will receive more serious consequences. Parents are requested in for meetings and pupils will be placed onto a graduated response to try and improve their punctuality. Instead of the instant 15SDD that is given to all pupils, certain pupils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

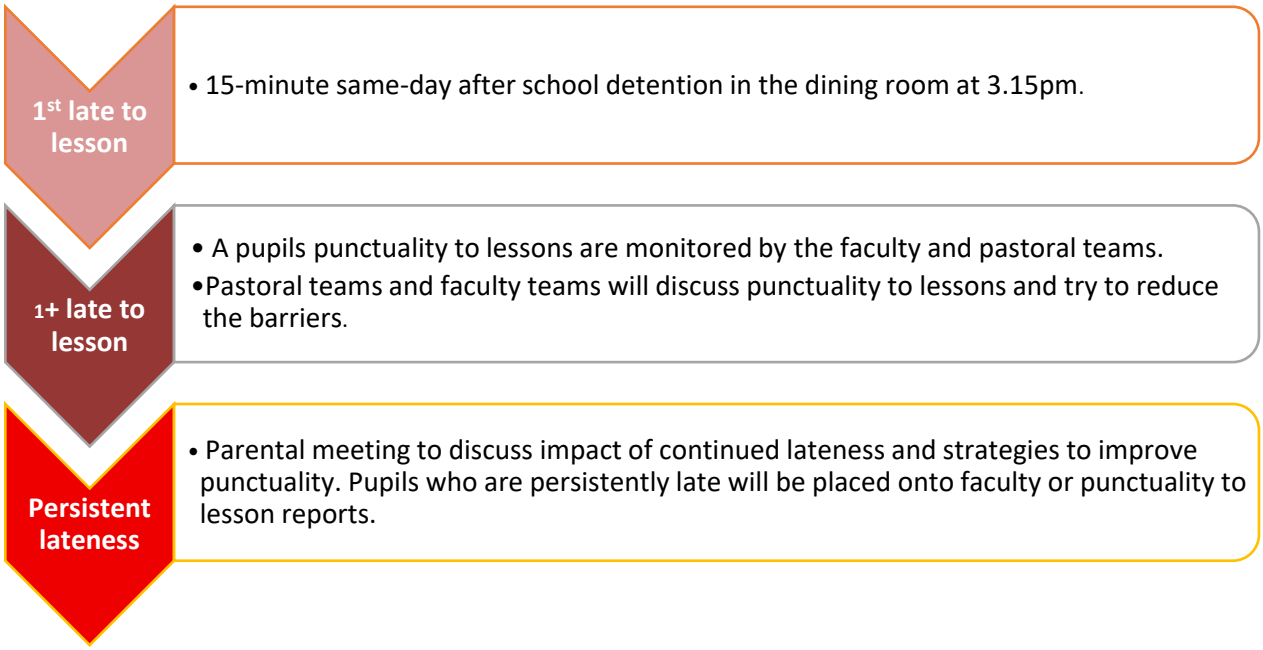
Stage 2 > increase from a 30SDD to an instant 45SDD.

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



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.



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 to understand what is driving the truancy.

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 have a -1 impact on a pupil's overall BUILD points).

- 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.

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. This could result in parent meetings, isolation, offsite direction at another site and other graduated sanctions.

Mobile phones (smartphones and other connected 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).

- Where it is clear that a smartwatch is connected to a phone, both the phone and smartwatch will be confiscated. Watches of any description are not allowed in public examinations.
- The *school site* means anywhere within the perimeter fence of the school grounds (for pupils this will start/end at the pedestrian entrance/exit or the exit via music).
- If a device is seen or heard for any reason, the pupil will be expected to hand it in for confiscation. They will be asked to switch it off and it will be placed in an envelope, with their name on it, in reception.
- The device will only be returned to a parent or carer for the pupil (as recorded on Arbor).
- Parents and carers will be able to attend school to collect confiscated devices between 8.45am and 4pm each day. Any devices that have not been collected by 4pm will be stored in a safe until the next school day.
- Pupils that usually require their device for public transport home will be lent bus fare on the day of confiscation. Parents or carers will be expected to pay this back when they collect the phone.

- Pupils that refuse to hand in their device 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).
- Where other evidence exists that a pupil has used their mobile phone in school (such as a photograph or a video taken with the phone), 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 of time (not usually less than 2 weeks).

Sixth Form

- Sixth Form students are expected to set an example to our younger pupils. They should, therefore, *only* use devices within the Sixth Form common room.
- Sixth Form students must not use their devices in other areas of the school, around the school site, or in lessons.
- By special arrangement, however, Sixth Form students will be allowed to use iPads/tablets in lessons for note taking. This must be agreed by a member of the Sixth Form pastoral team in advance. If the device is found to be used for other purposes or is deemed to be hindering a students' achievement, the arrangement will be revoked.
- Sixth Form students who repeatedly breach these rules will also have their devices confiscated and parents or carers will be contacted to discuss.

Reasonable Adjustments

- A small number of pupils who require a device to support their health, a special educational need, or a temporary issue may be given special dispensation to carry and use their device in specific ways.
- In most cases, the dispensation will require the pupil to use the device in an office, in the presence of an adult.
- Pupils given dispensation, who are found to be using their device outside of the granted dispensations, will have their device confiscated in line with this policy and the dispensation will be reviewed.

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 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.

See the mobile phone protocol in the policy section at the end of the document for further information with regards to mobile phone use on trips and overseas visits.

Detentions

After school detentions are an essential part of the graduated sanctions, we use to reinforce high standards and help pupils learn from their mistakes.

A pupil that has been awarded a detention is expected to remember to attend their detention. This will be on the same day to ensure a restorative conversation is held and the pupil can reintegrate into academy life quickly, having learned the appropriate lesson about the high standards expected.

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.

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.

Justification for same-day after-school detentions

The Academy's policy for same-day detentions is compliant with government guidelines which are as follows:

Teachers have the legal power to put pupils (under 18) in detention. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
a) Any school day where the pupil does not have permission to be absent;
b) Weekends; except the weekend preceding or following the half term break;
c) Non-teaching days; usually referred to as 'training days', 'INSET days' or 'noncontact days'.

Matters schools should consider when imposing detentions:
Parental consent is NOT required for detentions. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- *Whether the detention is likely to put the pupil at risk;*
- *Whether the pupil has known caring responsibilities which mean the detention is unreasonable;*
- *Whether the parents' ought to be informed of the detention. (In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely);*
- *Whether suitable travel arrangements can be made by the parent for the pupil.*

It does not matter if making these arrangements is inconvenient for the parent.

- Behaviour and Discipline in Schools: A Guide for Headteachers and school staff (Department for Education)

We subscribe to the view that the immediacy and certainty of the consequence is more important than the severity. As such, staff are able to issue same day detentions (15 or 30 minutes long) and the school will inform parents before the detention is to take place, via the Arbor app.

The academy recognises that its wide catchment area means that there may be exceptions when a pupil is unable to attend a same day detention at short notice. This will be discussed and agreed with parents/carers as a special consideration with the detention being scheduled for the next day instead. 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 a 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 have to be applied when detentions have been avoided so that we can ensure pupils respect the system and work within it. Likewise, if a pupil demonstrates inappropriate behaviour during a detention, they 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.

If all of these options have been exhausted then the sanctions have still not been complied with, then the pupil may be isolated onsite, at another site including the 45 Principal's detention. If the situation isn't resolved then a suspension would be considered.

15-minute SDD	30-minute SDD	30-minute NDD + loss of lunch time	45-minute Principal's Detention + loss of lunch time
• D2. • Late to school. • Late to lesson. • As required following a red line.	• D3. • Late to lesson twice + in a day. • Failure to attend a 15-minute SDD detention. • Failure to attend homework club. • As required following a red line.	• Failure to attend a 30-minute SDD detention. • As required following a red line.	• Further failure to attend a 30-minute detention. • Further sanctions.

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.

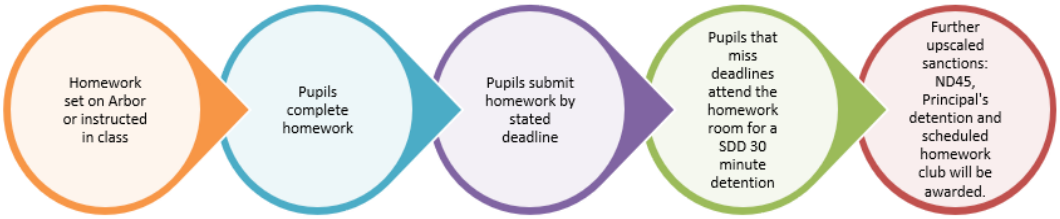
Every lunchtime there is homework clinic, pupils can go to this from 12.30-12.55 to use the school computers and access support from members of staff. We do this every evening after school as well from 3.15-4pm.

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 pupils do not do their homework and do not attend their SD30minute homework detention, they will be set a ND45 minute homework detention for the next day, and they still need to do their homework.
- If this becomes a pattern, they 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. Restorative conversations



Restorative conversations are intended to allow the pupil and the member of staff to have a reflective conversation so that they can repair and resolve the issue that led to the detention - helping both parties to move forward. The remainder of the detention will be used to restore some of the lost learning time.

The following questions will be asked as part of a restorative conversation:

1. What went wrong? What made you do that?
2. Who did it impact? How?
3. How will we (pupil and teacher) put it right together?

To foster the development of positive relationships, teachers are responsible for leading their own restorative conversations in the first instance. Detentions, to allow restorative conversations to take place, are automatically issued following repeated disruption to learning in the classroom, which has been recorded as a D2 or a D3 in Arbor. A D2 detention will last for 15 minutes and a D3 detention will last for 30 minutes after school. Same Day after-school Detentions (SDDs).

Removal from lessons (D3's or Red Line behaviour)

Pupils will only be removed from lesson as a last resort when they have failed to respond to warnings about disruptive behaviour or have displayed a 'red line' behaviour.

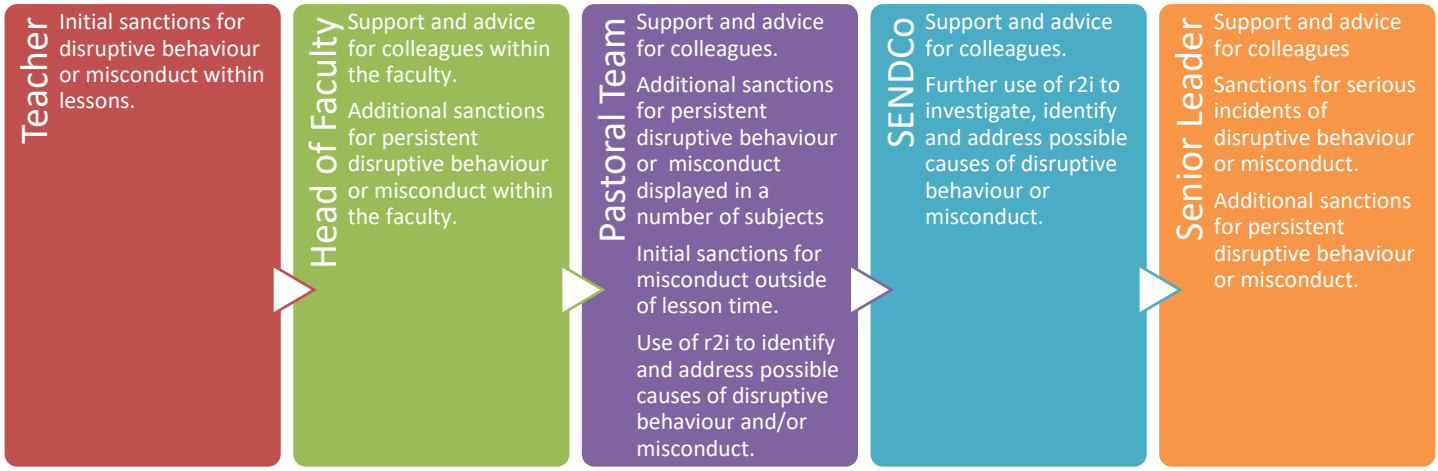
If a pupil has a graduated behaviour sanction of a D3, the pupil will be removed from the lesson by on call and they will be placed with the Head of Faculty. Each department has an exit timetable, so staff know where the pupil is best placed.

If a pupil has an immediate isolation from a red line behaviour, a member of SLT will investigate the situation and apply an appropriate sanction. The aim will be to have pupils back in lessons as soon as is sensible and practicable, whilst underlining our high expectations and standards with appropriate sanctions when necessary.

If a pupil is repeatedly removed from lessons for these reasons, then the teacher should seek support from their Head of Faculty, who may involve pupil support teams as appropriate. Contact home should be made to involve parents in supporting behaviour management at the earliest opportunity.

Graduated response to addressing regular misconduct or disruptive behaviour

Different staff have different roles to play regarding the correction of disruptive behaviour and misconduct. Most incidents will be minor issues that can be dealt with by the classroom teacher or by the tutor as part of the pastoral team. For persistent issues, additional advice, guidance, and intervention will be provided according to the diagram below:



Alongside the escalation of advice, guidance, and intervention the following additional measures may be employed:

Faculty report

Where a pupil regularly disrupts learning in a particular subject, the classroom teacher, in consultation with the HoF, may place the pupil on Faculty Report.

The purpose of this report is to provide the pupil with the opportunity to improve their behaviour and attitude to learning by setting individual targets and strategies.

Faculty Reports will be issued over a fixed period of no more than two weeks. The subject teacher must inform the parent (by an email or phone call home) and record that a Faculty Report has been issued in Arbor. The Faculty Report will be recorded live through Arbor therefore; immediate feedback can be given and reviewed.

Faculty exclusion

A Head of Faculty may make the decision to exclude a pupil from their next lesson in that subject. This might be used to allow a teacher a chance to establish routines and expectations with the rest of the group before reintroducing the excluded pupil.

If a pupil is to be excluded from a lesson, the teacher or Head of Faculty must see the pupil in advance of the lesson and inform them of this and inform them where they need to go instead for that lesson. The pupil will be provided work from the lesson they are being excluded from. It is not appropriate for a pupil to be informed of lesson exclusion upon arrival at the lesson. The teacher or Head of Faculty will also contact parents or carers to inform them and discuss the behaviour.

This sanction may be preceded or followed by a Subject Report.

Prior to returning to their normal timetabled class there should be a successful Restorative Conversation between the pupil and the classroom teacher. This may be facilitated by the Head of Faculty or link SLT member.

Pastoral interventions

HoF's must exercise their professional judgement in determining when they need to involve HoY in supporting them with pupil interventions.

Where pupils persistently fail to meet the high expectations of standards and behaviour the relevant pastoral team will implement a range of strategies and sanctions.

HoY's will identify pupils of concern through the regular analysis of Arbor data in discussions with their SLT link. If a pupil is regularly failing to meet the expectations set out in the Code of Conduct and/or in classrooms (across a number of faculties), pastoral teams have a range of strategies and sanctions available to them with which to reinforce those expectations and try to bring about a positive change in behaviour. The list of these below is not intended as a hierarchy to be followed in order, nor is it an exhaustive list. Every situation and pupil are different and some strategies on the list may not be appropriate to the situation or pupil; pastoral teams will use their professional judgement to respond to negative behaviours and attitudes, reinforce expectations and re-engage pupils in learning.

- Tutor report
- HoY report
- SLT report
- Positive report
- Parental Meeting
- Barriers to learning referral to SEND team
- Behaviour contract

Routes 2 Inclusion (r2i) and inclusion support bases

When a pastoral team is concerned about the behaviour or conduct of a pupil, they will begin the Routes 2 Inclusion process. This is a programme developed by Nottingham City's Educational Psychology service to help identify and address possible root causes of poor behaviour. This may require additional accommodations or special routines and procedures being put in place for some pupils. These might include (but is not restricted to): positive report; time-out passes; safe spaces for social times and amended curriculum adjustment timetables.

The programme is initially led by the pastoral team but may result in referral to the academy's Learning Support Team. The SENDCo may arrange additional support in the form of ELSA (Emotional Literacy Support) or counselling from CAMHs or our own in-house counsellor. The SENDCo may explore other barriers to learning such as dyslexia or dyscalculia or refer to specialists and educational psychologists from Nottingham City Council that specialise in areas such as behaviour, disability, or autistic spectrum disorders. There may also be involvement from the schools Safeguarding and Welfare team who may be required to liaise with family support workers and social workers. Weekly Individual Pupil Needs Meetings, chaired by a member of the Senior Leadership Team, are used to coordinate work pupils receiving this level of additional input. Other methods of support are, Zones of Regulation, Emotional Coaching, Meet and Greets and lunchtime provision.

In addition to all the SEN support in school, such as in lesson support, intervention and updating and reviewing pupils SEN plans. We have created further inclusion support bases in school to facilitate additional spaces and for supervision, support and intervention. This provision is facilitated, monitored and reviewed by the SEN department. There is a quiet room, sensory room and group/individual intervention room. Alongside this there is a sensory circuit programme for pupils to access during social time and before school starts.

Serious incidents or persistent poor behaviour

In some cases, a serious incident or persistent poor behaviour may require a more stringent sanction. Any recommendation to use these sanctions must be submitted to the Principal with the appropriate supporting evidence.

The Principal (or Deputy Principal in his absence) will make the final decision on whether to apply this or another sanction. Such sanctions may include:

- Fixed term pastoral isolation.
- Fixed term isolation (offsite direction) at another school
- Behaviour contract
- Curriculum Adjustment timetable
- Suspension
- Placement at an Alternative Provision
- Offsite Direction
- Permanent Exclusion

When recommending the use of one of these sanctions, the evidence should include:

- Relevant staff and pupil witness statements of the incident.
- A history of previous sanctions, support, and other interventions received by the pupil.
- This would be supported by the Pupils At Risk data.

Pastoral Isolation

Pupils that are placed into pastoral isolation will have their sanction determined by SLT. If a pupil has a second removal from their lesson in the same day, they may be required to remain in isolation for the remainder of the day. Details will be logged on Arbor and parent/carer informed via phone call by the person on call at the time.

Pupils will be provided relevant work through Teams, appropriate worksheets and textbooks or other learning platforms (such as Sparx Maths, Sparx English and Seneca).

Pupils may also be asked to complete some restorative worksheets/pack so that they reflect on their behaviour.

Before entering their isolation space, on call staff will inform pupils of the expectations in their provision:

- To be silent.
- To follow instructions, including sitting where instructed.
- To complete the work set.
- To seek support from the supervising adult if they need some support.

Failure to comply with these expectations will lead to more serious sanctions being used.

Repeated Pastoral Isolation

If a pupil is placed in pastoral isolation on three occasions in a week, they may be required to remain in isolation until a parent/carer meeting has been completed. Repeated behaviour of this manner is likely to lead to more serious sanctions.

Suspension

The decision of a fixed term external suspension is taken by the Principal where behaviour is deemed severe, pupils may be externally suspended if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the academy community.

A fixed term suspension can also be for parts of the school day. The length of the fixed term suspension will be determined by the severity of the incident or the persistence of the behaviour. Incidents leading to suspension may have occurred inside or outside of the academy.

All suspensions must be lawful, reasonable, fair, and proportionate. These four aspects are in considered before every decision to suspend and are defined as follows.

Lawful – the suspension relates to a serious one-off or persistent breaches of this behaviour policy.

Reasonable - as far as possible, the decision to suspend is one of 'last resort'. Within reason, all other options have either been exhausted or have been assessed as unlikely to make any material difference to the behaviour.

Fair - the decision to suspend has not solely been on the basis of an aspect of the pupil's character which is unrelated to the behaviour itself.

Proportionate – the suspension is consistent with sanctions imposed for comparable breaches of the behaviour policy, and/or the decision to suspend is justified on the basis that having the pupil in school might pose a risk to either themselves or others that the Academy has assessed cannot be confidently managed through other means.

The decision to suspend is not one that is taken lightly. Where appropriate, we want pupils in school and in the classroom as this is where they learn best. Investigations prior to suspension, consideration of these 4 aspects, and discussion with the SENDCo, DSL and Behaviour Lead all form part of our decision-making process. However, the final decision to suspend - and for how long - will always be made by the Principal.

Suspended pupils will be issued work to complete. Pupils will be allowed back into the academy, as soon as the duration of the suspension has been complete; however, a reintegration meeting with parents/carers should take place at the earliest convenience.

If a decision is taken to suspend a pupil:

- The parent/carer will be contacted as soon as possible to inform them of the suspension, the reason, and the duration. The suspension, the reason for the suspension and the duration of the suspension will also be confirmed in writing. Details of parents' right to make representations about the suspension will be outlined in the letter.
- A reintegration meeting with a member of SLT will be arranged for the parent/carer and pupil to attend following the suspension. The meeting will be used to reflect on the incident(s) that led to suspension and determine what additional challenge and support may be required to ensure no repeat of the behaviour or incident that led to the suspension.
- Pupil and parent voice are an integral part of this meeting.
- The pupil will come back into school as soon as the suspension ends, if the reintegration meeting is yet to take place, due to no fault of the pupil, they will have a conversation with the SLT member for that year group. A restorative conversation with a student or teacher might be needed, then the pupil will return to lessons until the meeting with parent/carer has taken place.

Following this meeting:

- The pupil will be reinstated with a clear re-integration plan.
- The pupil will be placed on SLT report for two weeks to ensure they have a daily check in to discuss any barriers to success they may face or any signs that they are at risk of further sanction.
- Behaviour support and 'reasonable adjustments' will be reviewed.
- Where appropriate, an apology is given to the member or staff, or other pupils involved, where necessary and when victims consent. A pupil restorative worksheet/booklet may be completed too.
- A record of the suspension and meeting is kept in the pupil's file and the school's recording system on CPOMS.
- A letter/email will be sent home outlining the minutes of the meeting and targets will be reviewed.

In accordance with the requirements set out in P18 of the DfE Guidance, a Governors' Disciplinary Committee (GDC) will meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of suspension to more than fifteen (15) in a term.

Pupils who demonstrate any of the 'red line' behaviours listed below are likely to receive a suspension. These can vary in length. The length of suspension will depend on the seriousness of the incident and/or the previous behaviour history of the pupil.

- Physical assault against a pupil or an adult.
- Verbal abuse/threatening behaviour against a pupil or an adult.
- Truanting.
- Refusing to follow instructions first time, every time, to everyone.
- Walking away from a member of staff.
- Refusing to hand in their mobile phone.
- Bullying.
- Discrimination of any of the Protected Characteristics.
- Sexual misconduct.
- Drug, smoking, vaping, and alcohol related.
- Damage to school or other pupil's property.
- Theft.
- Persistent disruptive behaviour.
- Inappropriate use of social media or online technology.
- Use or threat of use of an offensive weapon or prohibited item.

Offsite Direction, Alternative Provision and Permanent Exclusions

The decision to permanently exclude a pupil is never taken lightly. The negative impact this almost always has on a pupil's life chances is always a key element of any consideration and is why a permanent exclusion is a last resort at Nottingham Girls' Academy.

However, there are times when a pupil's behaviour is so detrimental to the safety, or education of others at the Academy that a decision to remove them from the mainstream environment must be taken.

Offsite Direction

In this circumstance, in an attempt to try and avoid a Permanent Exclusion, the Principal will consider whether the pupil might benefit from a fresh start at another school. This is referred to as an offsite direction; a trial placement at another school to see if a different setting and/or a different peer group can have a positive impact on the pupil's education. They are usually only successful if both the pupil and their parents/carers support the move. An offsite direction is organised in conjunction with the Local Authority's Fair Access Panel. They usually last 12 weeks, during which time the pupil's behaviour and attendance are

closely monitored. If behaviour and/or attendance does not meet the expectations of the placement school, they may terminate the offsite direction. However, if the pupil's behaviour and attendance do meet the expectations of the placement school and they have a school space, then they will take the pupil onto their roll at the end of the offsite direction.

Alternative Provision

If an offsite direction is unsuccessful then a placement at Alternative Provision (AP) may be considered. Alternative Provision will usually provide the pupil with a smaller, less formal setting in which the qualifications they study will be tailored to their age, ability, and interests. Usually, a pupil on AP would not follow the same curriculum being studied in the mainstream at the Academy. The Academy has the right to place the pupil where they feel appropriate. Actions that we will take if a pupil is to be placed into Alternative Provision:

- Nottingham City Council produce a compliance report to indicate the accreditation of all alternative provisions. Their annual report declares that the areas judged as fully meeting the compliance requirements of Nottingham City Council's Accreditation, they shall remain to the agreed standard until the next annual compliance visit. This includes maintaining all Health and Safety actions, refreshing Safeguarding training and ensuring that Safer Recruitment processes have been diligently followed. If areas are not met in a timely manner, the provision will temporarily be removed from the AP Directory and potential commissioners informed. A provider will only be re-instated once all compliance areas have been met and maintained.
- We will only select a registered Alternative Provider or one from the Local Authorities AP Directory, as outlined above.
- The AP will be selected based on the pupil's needs and wishes, with varying courses on offer, it is important that the right AP is chosen.
- Once the right AP has been selected, we will complete a referral form for the pupil.
- We will then meet with the Provider, parents/carers, and pupils to ensure it is the right place for all parties involved.
- A transition process will then take place. The pupil will be under review for a couple of weeks, and we will liaise with the provider, parents/carers, and pupils to hear all parties' opinions and make a decision on whether it is the right placement.
- A timetable will then be created, liaising with our staff to ensure the right pathways are selected.
- Once pupils are accepted, daily attendance checks are retrieved, regular contact with the academy's lead for AP is kept and there are termly monitoring reviews to ensure all parties are happy with the care, progress and needs of the pupil are being met.
- A continued monitoring of the pupil whilst at the provision will be maintained and should there be an opportunity to successfully reintegrate the pupil back into mainstream school, this will be considered carefully.

Permanent Exclusions

Permanent Exclusion is a legal process which may be used by the Academy for dealing with exceptional persistent or more serious incidents of poor behaviour when a period of internal isolation or a suspension may not be seen as appropriate.

The Academy follows the DfE's Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DFE September 2012) with regards permanent exclusions.

Only the Principal (or the Deputy Principal when the Principal is absent from school) has the power to exclude a child from school. The Principal may suspend a child for one or more fixed periods, for up to 45 days in any one school year (or 15 days in a term). In extreme and exceptional circumstances, the Principal may exclude a child permanently. The Principal cannot extend a suspension or convert a suspension into a permanent exclusion. However, they can issue a further suspension or a permanent exclusion to begin immediately after the end of the suspension. This usually happens where further evidence has come to light.

If the Principal permanently excludes a child, the parents or carers will be informed immediately and be given reasons for the exclusion followed up in writing. This letter will include details of the statutory process as stated in DFE guidelines. At the same time, the Principal makes it clear to the parents or carers that they can, if they wish, make representation to the Academy Advisory Board.

The Principal will inform the Local Authority and the Academy Advisory Board about any suspensions or permanent exclusions on a termly basis. The Academy Advisory Board cannot suspend or permanently exclude a child or extend the suspension period set by the Principal. The Academy Advisory Board will consider any representations made by parents/carers if they dispute a decision to suspend or permanently exclude, either by request in writing or as stated within statutory guidelines.

At all times, the Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority. At Nottingham Girls' Academy the Principal will permanently exclude pupils for the following behaviours:

- Persistent refusal to follow school rules and meet Academy expectations.
- Persistent, disruptive behaviour.
- Persistent attitudes or behaviour which are inconsistent with the ethos of the Academy.
- Extreme defiance, refusing to follow instructions and endangering members of the Academy community.
- Physical assault against another pupil.
- Physical assault against a member of staff or any other adult.
- Sexual misconduct or assault on staff/pupils
- Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, including alcohol and tobacco.
- Deliberate extensive damage to property including Arson.
- Bringing into the Academy an offensive weapon with the intent to harm for e.g., knifes, BB guns etc.
- Carrying an offensive weapon.
- Using an offensive weapon on a pupil/member of staff.
- Malicious allegations against members of staff.
- Intentional manipulation of pupils to cause harm.
- Repeat incidents of a racist, sexist, homophobic or other forms of discriminatory nature.
- Serious incidents that bring the academy or GAT into disrepute (single or repeat incidents on or off school premises).
- Gang affiliation.

See appendices and refer to the GAT Behaviour and Exclusions Policy for information on permanent exclusion processes within the Trust.

Power to discipline pupils for misbehaviour outside of school – Bringing the Academy into disrepute

Academy Leaders have the power to discipline pupils for misbehaving outside of the school premises including suspensions and permanent exclusions. As such, the following may result in Academy Leaders applying sanctions for bringing the Academy into disrepute:

- Misbehaviour when the pupil is taking part in any school-organised or school related activity.
- Misbehaviour when travelling to or from school.
- Incidents of bullying, harassment, or abuse on Social Media.
- Misbehaviour when wearing school uniform or in some other way identifiable as a pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, that poses a threat to another pupil or member of the public or which could adversely affect the reputation of the school.

Nottingham Girls' Academy teachers and other staff will regulate the conduct of pupils when they are off school premises. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Depending on the circumstances, any of the above sanctions may be issued to discipline pupils. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

Sexual Harassment and Harmful Sexualised Behaviour

Our position as a trust and within all our academies is clear: **sexual violence and sexual harassment are never acceptable, will never be tolerated and are not an inevitable part of growing up**. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently with to promote mutual respect. We will always act on concerns raised.

Our Safeguarding and Child Protection Policy has guidance within it around the indicators of child-on-child abuse and harmful sexual behaviour along with our response procedures. All relevant Safeguarding Policies are available on our Academy website. Please also see appendices for part five, child on child sexual violence and sexual harassment flow chart.

All pupils are taught the Relationships and Sex Education (RSE) curriculum. The appropriate means for disclosing an allegation of abuse relating to another pupil is always to inform a member of the specific academy's safeguarding team directly or a member of the Trust Safeguarding Directorate.

Bullying and child-on-child abuse

We deal with bullying immediately and we operate a zero tolerance of it.

There is no legal definition of bullying, so we have adopted The Anti-Bullying Alliance (UK) definition:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online."

This definition highlights the fact that bullying can be by an individual or a group against another individual or group**.** It is commonly accepted that bullying is deliberately hurtful (including aggression), causes feelings of distress/fear/loneliness in the victim, is difficult for victims to defend themselves against (as there is an imbalance or perceived imbalance of power between the perpetrator and victim) and repeated over a period of time.

We are also clear that bullying is not:

- One-off occasions of being left out, people not getting along, meanness or nastiness.
- A random act that made you scared or hurt.
- Falling out, arguing, or fighting with people when both sides are to blame.

Even though these are not bullying, these are still not acceptable behaviour and will still be dealt with. They may still constitute child-on-child abuse.

If a pupil feels like bullying or child-on-child abuse is taking place, they should tell a member of staff as soon as possible and action and support is logged on CPOMS.

If they are not the victim, they can support the victim by:

- Going with them to see a member of staff and backing up what they say to the member of staff.
- Telling them that you'll help them to tell their parents.
- Helping them tell their parents what's happening and asking them to communicate that to their Head of Year.
- Keeping a diary of what they see going on so that they can give the member of staff a reliable account of what has been happening.

Pupils are reminded not to be tempted to respond to any bullying or hit back because they could get hurt or get into trouble themselves.

Managing Intolerant behaviour

Intolerance of others is not acceptable in any form - verbal, written or physical - on the grounds of any of the 9 protected characteristic, sex; race - including colour, nationality, ethnic or national origin; religion or belief; disability; sexual orientation; gender reassignment; marital status; maternity needs or age.

We aim to teach our pupils that intolerance is unacceptable by discussing and challenging prejudice through various aspects of our curriculum, including PSHE.

When specific examples of prejudiced behaviour are identified, we will seek to further re-educate those responsible through bespoke interventions - often using outside agencies such as the Police - as well as reinforcing the seriousness of this with a sanction, usually a suspension.

All instances of intolerance will be regarded as a safeguarding issue to be recorded in CPOMs. Suspected perpetrators may be isolated whilst the issues reported are investigated by SLT as soon as is practicable.

Where it is deemed appropriate, further sanctions will be applied to reinforce the seriousness of the offence.

For clarity, the following words and phrases are not tolerated at Nottingham Girls' Academy:

- 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.

CPOMs will be used to collate reports of intolerance on the part of an individual or group of pupils and the identification of persistence and entrenchment will ultimately put the offending pupil's school place at risk.

Termly analysis of intolerant behaviour incidents will be conducted so that issues that seem more widespread can be dealt with through the curriculum.

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.
'Banter' is not an acceptable excuse for treating another pupil unkindly.

Pupils must not make comments about other people's physical appearance, embarrassing events that have happened in the past, family members etc.

Managing conflict and resolution

All pupils are expected to recognise when conflict could arise and remove themselves from the situation, seeking help and support from an adult immediately.

Through research of previous suspensions, pupils often feel unable to backdown from an argument, as they do not want to look scared or weak. This can lead to situations escalating to threats and/or violence. Pupils tell us that this inability to backdown is made far worse if a crowd is watching or the incident is being filmed. We therefore take steps to encourage pupils not to encourage or crowd around incidents. We describe this to pupils as being a 'bystander'.

In the worst cases, 'bystanders' make situations of conflict worse by gossiping, posting on social media and messaging services, deliberately stirring things up between the different parties in school; crowding around, encouraging pupils to argue and fight, and even filming.

Therefore, as well as taking a strong line with pupils that engage in confrontation rather than seeking adult support, we also take action against pupils who have acted to encourage confrontation in any way, and with pupils who have failed to seek adult support to prevent confrontation.

Pupils engaging in aggressive or violent acts are likely to be isolated at another school or suspended. Those seen to be encouraging confrontational incidents or failing to act to prevent them ('bystanders') could receive a sanction up to and including that faced by those directly involved in the incident. This could include removal of social times, 45-minute Principal detentions, isolation on site, isolation at another school or suspension

Responding to Online Safety Incidents and Concerns

- All members of the school community will be made aware of the reporting procedure for online safety concerns, including breaches of filtering, youth produced sexual imagery (sexting), self-generated images of sexual abuse as a result of online grooming, cyberbullying and illegal content.
- All members of the community must respect confidentiality and the need to follow the official school procedures for reporting concerns.

- Incidents will be managed depending on their nature and severity, according to the relevant school policies.
- After any investigations are completed, the school will debrief, identify lessons learnt and implement any changes in policy or practice as required.
- If the school is unsure how to proceed with an incident or concern, the DSL will seek advice from the GAT safeguarding team.
- Where there is suspicion that illegal activity has taken place, the school will contact the Police using 101, or 999 if there is immediate danger or risk of harm.
- If an incident or concern needs to be passed beyond the school community (for example if other local schools are involved or the public may be at risk), the school will speak with the Police and/or the Local Authority first, to ensure that potential investigations are not compromised.

Concerns about Pupil's Welfare

- The DSL will be informed immediately of any online safety incident that could be considered a safeguarding or child protection concern.
- The DSL will ensure that online safeguarding concerns are escalated and reported to relevant agencies.
- The school will inform parents and carers of any incidents or concerns involving their child, as and when required.

CPOMs

All and any Safeguarding Concerns (including those involving our Prevent Duty, intolerance, possible bullying, or child-on-child abuse) must be recorded, as soon as possible in the separate CPOMs system.

Pastoral teams and safeguarding staff will investigate these, ensure incident records are updated and classifications are accurate and escalate to the relevant external bodies where necessary.

Staff Training

All staff will receive training on the behaviour policy at the beginning of each year. New staff will also be able to seek extra support from their HoF to understand the behaviour processes and work through the behaviour policy to ensure consistency throughout their interactions with pupils.

Staff, parents, and pupils have the opportunity to voice their opinion on behaviour in the school each term and changes are made as a result of that feedback.

There is regular training available for staff during Inset days, and staff who need additional support and training will be provided with this as additional, bespoke CPD.

Police Involvement

Occasionally matters are referred to the police. Where this is done by the Academy, Academy Leaders will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the Academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation. The Academy will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The Academy will also provide pupil records given an appropriate formal request by the police to further investigation of a serious crime.

SEND Provision

Nottingham Girls' Academy has a statutory duty under Section 10 of the Equality Act to ensure reasonable adjustments are made to manage pupil behaviour when a pupil has been identified with SEND/SEBD. Where pupils have a special educational need (SEND), display Social Emotional Behavioural Difficulties (SEBD) or display mental health needs, sanctions will be revised and made appropriate to individuals' understanding.

In order to meet the needs of pupils who require additional support to attain the expectations of the behaviour policy, we understand that employing an approach of flexible consistency is required.

Flexible consistency is a way of thinking that enables us to make reasonable adjustments for individual pupils without compromising on standards and expectations. To make appropriate adaptions to the behaviour policy for particular pupils, the pastoral and SEND teams use assessment tools (from the routes 2 inclusion framework) to identify the feelings and emotions that underlie behaviours. The intent is to better understand the cause(s) and the influences driving behaviours for individual pupils so that appropriate adaptations can be made to support all pupils in school. Pupils on SEND Pupil Passports have adjustments made to the standard policy. These will be done on an individual basis and discussed with the pupil and their family.

This process will involve the Head of Year, SENDCo, SLT link for the year group and the Behaviour Lead. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each pupil and their teachers, via passport profiles on Arbor and reviewed on a regular basis. The academy is committed to supporting pupils who display mental health needs. A system of referral, assessment and monitoring is in place overseen by key personnel.

Focused Provision

The Academy's Focused Provision groups operate a more flexible behaviour system to accommodate the needs of their pupils. Every form of behaviour is a communication and the Focused Provision group staff record and evaluate these to help them understand why that behaviour has occurred. The Focused Provision have their own de-escalation strategies, a different thread of positive behaviour rewards and negative behaviour monitoring which is effective. Please see appendix 1 for more information.

Use of video and CCTV

The school asserts the right to use video capture devices to record pupil's behaviour during a specific incident. This footage may be used to inform an investigation into an incident. Due to privacy of other pupils and GDPR, it is not possible for parents to view this footage.

Parents' and Carers' rights of appeal

Parents and carers can make an appeal against a suspension to the Academy Council, for suspensions of five days or fewer, the Academy Council most consider any appeal that is made but cannot overturn the Principal's decision.

For suspensions of between six and fifteen days, the Academy Council must meet, if an appeal is made, to consider whether the suspended pupil should be reinstated. This must happen within fifty days of receiving notice of the suspension.

Parents and carers cannot appeal a decision for time spent in the Reflection Room. They can, however, make a formal complaint, which could be made after the sanction has been completed.

Parents and carers also have the right of appeal against the Principal's decision to exclude their child permanently from the school.

Reasonable force

Staff have the statutory power to use reasonable force to prevent a pupil from:

- committing an offence;
- causing personal injury to themselves or others;
- damaging property; or
- seriously prejudicing the maintenance of good order and discipline at the school or among pupils.

The use of reasonable force will always be a **last resort** and will be lawful only when it is **reasonable, necessary, proportionate and in the circumstances known to the member of staff at the time**. Staff should, wherever possible, seek to de-escalate situations through effective behaviour management strategies before considering any physical intervention.

Any incident involving the use of reasonable force or physical intervention will be recorded on CPOMS and reported to senior leaders in accordance with academy procedures. Parents/carers will normally be informed as soon as practicable following a significant incident, within 24 hours.

The academy does not use seclusion or isolation that prevents a pupil from freely leaving an area. Any withdrawal from a classroom or learning environment will be for safeguarding, support, de-escalation or educational purposes, will be proportionate, time-limited and supervised, and will never be used as a form of punishment.

Who Can Use Reasonable Force?

All members of school staff have a legal power to use reasonable force. This includes teachers and other staff whom the Principal has authorised to have control or charge of pupils.

When Can Reasonable Force Be Used?

Reasonable force may be used to:

- prevent a pupil from hurting themselves or others;
- prevent a pupil from damaging property;
- prevent a pupil from causing serious disruption to the good order and discipline of the school;
- remove a disruptive pupil from the classroom where they have refused to follow an instruction to leave;
- prevent a pupil from disrupting a school event, educational visit or trip;
- prevent a pupil from leaving a classroom or other area where doing so would risk their safety or the safety of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- prevent a pupil from absconding where this would place them or others at risk; and
- prevent a pupil from harming themselves through physical actions or behaviour.

What Is Reasonable Force?

Reasonable force covers a wide range of actions that involve a degree of physical contact with a pupil. The force used must always be:

- proportionate to the consequences it is intended to prevent;
- the minimum force necessary to achieve the desired outcome;
- applied for the shortest possible time; and
- appropriate to the age, understanding, medical needs and individual circumstances of the pupil.

Examples may include:

- guiding a pupil by the arm;
- standing between pupils;
- blocking a pupil's path;
- leading a pupil to a safe space; or
- separating pupils involved in a conflict.

In more serious situations, staff may use restrictive physical intervention where this is necessary to prevent injury, serious damage to property or significant disruption.

Restrictive Physical Intervention

Restrictive physical intervention is any intervention involving direct physical contact where the intention is to prevent, restrict or subdue the movement of another person.

The academy does not use restrictive physical intervention as a punishment and will never use force in a way that is intended to cause pain, humiliation or distress.

Where a pupil has an identified need that may require physical intervention, a specific risk assessment and Positive Handling Plan will be developed. Any planned positive handling strategies will be implemented only by appropriately trained staff in accordance with the academy's Positive Handling Protocol.

Pupils with SEND and Disabilities

The academy recognises its duties under the Equality Act 2010 and will make reasonable adjustments for disabled pupils and pupils with Special Educational Needs and Disabilities (SEND).

Staff should be aware that some pupils with SEND may present behaviours which increase the likelihood of physical intervention being required. In these circumstances, staff should follow agreed risk assessments, support plans and behaviour plans wherever possible. However, the legal power to use reasonable force applies equally to all pupils where the statutory criteria are met.

Recording and Reporting

Following any use of reasonable force:

- the incident must be recorded on CPOMS as soon as possible;
- the circumstances leading to the intervention, the actions taken and the outcome must be recorded;
- senior leaders will review the incident;
- parents/carers will be informed; and
- the pupil and staff involved will be offered appropriate support and follow up.

Searching and confiscation

Nottingham Girls' Academy follows the guidance from the DfE:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Items that are banned in the Academy are:

- Knives, bladed articles, or any other weapons;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).
- Alcohol

- Illegal Drugs
- Excessive dosage of medications
- Stolen items
- Tobacco, cigarettes, vapes
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Any item banned by the Academy rules which have been identified.

This list is not exhaustive, but also includes any other item deemed an offensive weapon or that a person under 16 years should not be carrying. Staff have the right to confiscate these items if seen. Refusal to cooperate with confiscation is a serious act of defiance that warrants a significant sanction. Confiscated phones will be handed to the main office. They will be returned at the end of the day or given to parents.

Where there are more serious concerns, the Principal, and/or other member of staff authorised by the Principal (usually in twos), may follow the guidance below from the DfE: "School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Principal's and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives and weapons, alcohol, illegal drugs, and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline." Students found in the same cubicle as others put themselves at risk of having their belongings searched. Students that are caught in the same cubicle as each other, will have a negative behaviour point awarded, a phone call home and if they are caught again then they will be at risk of isolation or suspension.

Malicious or unfounded allegations against staff

We will investigate all allegations about staff misconduct and allegations that staff actions have compromised the safeguarding of pupils (see safeguarding policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those pupils involved in making the allegation. This may include suspension, or permanent exclusion, in recognition that this could have grave, career threatening consequences for the staff involved and the reputation of the school.

Staff are advised to try to avoid 1:1 conversation with pupils whenever possible. If this is unavoidable, 1:1 conversation should be conducted with classroom/office doors open or, at the very least, with the knowledge of another member of staff and with the vision panel to the room unobstructed. In some cases, where a specific risk assessment is in place for a child, staff may be instructed not to have any 1:1 conversation at all.

Polices

All of our literature, rules, routines are all in line with our policies (please see appendices below) and links to our Polices on our website.

Documents to read with this Policy

1. NGA SEND Focused Provision Behaviour Policy
2. NGA Behaviour & Attitudes Pupil booklet
3. NGA Alternative Provision Policy
4. NGA Antibullying Policy
5. NGA Behaviour Support Pyramid
6. Greenwood Academies Pupils Behaviour and Exclusions Policy
7. NGA Attendance and Punctuality Policy

8. NGA Site Specific Safeguarding Policy
9. Greenwood Academies Attendance Policy
10. Greenwood Academies Safeguarding Policy
11. Greenwood Academies Drugs Policy
12. Greenwood Academies Online Policy
13. NGA Mobile phone protocol
14. DfE *Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies*;
15. DfE *Behaviour in Schools: Advice for Headteachers and School Staff*;
16. Equality Act 2010
17. Keeping Children Safe in Education (KCSIE)