



Behaviour Policy

To Be Approved by: NSB Trust Board
Date: September 2024
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Related Policies include Attendance, Anti-Bullying, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety, Appearance Policy, Anti-Bullying, Searching Students, Suspension and Permanent Exclusion

This policy is in line with the guidance of 'Behaviour in Schools, Advice for Headteachers and School Staff' (2024); Searching, Screening and Confiscation in school; Revised Behaviour in School's Guidance, and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (May 2023); Behaviour and discipline in school's guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour (March 2017); Equality Act (2010); Use of reasonable force in schools (July 2013); Supporting pupils with medical conditions at school (August 2017); Mental Health and Behaviour in Schools (November 2018); SEND Code of Practice (April 2015); Northamptonshire SEND Ranges Project (September 2023); KCSIE (September 2024); Behaviour Standards and Learning Outcomes in the English Comprehensive School System (July 2023) RESPUBLICA publication; Therapeutic Thinking (January 2024) West Northants Council



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1. Purpose

Including the underlying objectives of the policy, and how it creates a safe environment in which all students can learn and reach their full potential

The School is committed to ensuring all students have access to a safe, calm, orderly and positive environment to support all students achieving the School's vision:

'To inspire and empower all students to meet their potential both in and out of the classroom'

This means that there will be high expectations placed on students to meet our code of conduct. These expectations are enforced by all members of staff within the community and within all areas of the curriculum, including via our comprehensive Personal Development and PSHE programme.

The principle which underlies the School's policy on behaviour is that all students and staff at the school should treat one another with dignity, kindness and respect and should demonstrate good manners at all times. 'Staff' includes all non-teaching support staff. When interacting with visitors, students should be helpful and courteous.

The NSB Behaviour Policy recognises that the acknowledgement of good behaviour through the School's Rewards System encourages positive student behaviour repetition and positively communicates the expectations and values of the school community to all students. Positive and consistent recognition through the School's Rewards System provides an opportunity for all staff to reinforce the School's values and ethos to reinforce the routines, high expectations, and norms of the school's behaviour culture.

Although we continuously strive to foster an atmosphere in which students develop fully as individuals and reach their academic and extracurricular potential, we recognise that there will be occasions when behaviour falls below the high expectations we are trying to achieve. Therefore, clear guidelines for what will happen if behaviour is unacceptable are set out in the Behaviour Policy. Bullying in any form is not tolerated and issues are dealt with in line with the Anti-Bullying Policy guidance.

The Behaviour Policy sets out the importance of school staff responding predictably, promptly and assertively. The Policy aims to ensure that any response to misbehaviour should be to maintain the culture of the school, to restore a calm and safe environment in which all students can learn and thrive, and to prevent the recurrence of misbehaviour. The Policy recognises that, a response to poor behaviour may have various purposes. These include:

- i. Deterrence: sanctions can often be effective deterrents for a specific student or a general deterrent for all students at the school.
- ii. Protection: keeping students safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
- iii. Improvement: to support students to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students will be supported to understand and follow the rules. This may be through sanctions, reflective conversations, or targeted pastoral support.

The Policy recognises that, where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying,



has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

The Behaviour Policy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. The Policy encourages that both responses can and should occur at the same time if necessary.

The Behaviour Policy recognises that where misbehaviour gives cause to suspect that a student is suffering or is likely to suffer harm, then the response as set out in Part 1 of Keeping Children Safe in Education will be for school staff to follow the school's Child Protection Policy and to speak to the Designated Safeguarding Lead (or one of the deputies). In these circumstances the school will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The Behaviour Policy sets out that alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on the school's knowledge of that student's personal circumstances. The school will consider the impact on consistency and perceived fairness overall when considering any alternative arrangements. If a student in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires as set out in the section: 'Inclusion – Student Support for Behaviour for those with Additional Needs.'

The Policy focuses on positive socialisation in the School's behavioural expectations and disciplinary approaches, including teaching students the importance of positive and detrimental behaviour as well as focusing strongly on the School's reward systems. Positive socialisation is key to encouraging and increasing good behaviour among students, to help support them in being more thoughtful, caring, polite and positive.

The Policy is designed to be consistent, well-defined, and clear to staff as well as students. Within the Policy there are a range of choices that allow staff to tailor their response to students' behavioural profiles and the severity of their misbehaviour. The Policy seeks to empower staff to make immediate disciplinary decisions, as well as to provide a clear standard of accountability in terms of handling Low-level, Mid-level and High-level incidents.

The Policy encourages students to come forward as victims, witnesses, or perpetrators to minimise long-term damage to the school community.

The school will treat rewards and sanctions for students as a live 'Behaviour Account' that students can 'pay into' through good behaviour (earning Commendations), and from which the school makes 'withdrawals' when they exhibit poor behaviour (Curriculum sanction/SLT Detentions /Suspensions). Decisions by the Headteacher on conferring rewards and withdrawing privileges (e.g. taking part in school trips, attending school events) will take Behaviour Accounts into consideration.

When calculating the Behaviour Account for rewarding/withdrawing privileges, the calculation set out in the Rewards section of this policy will be used.

2. Roles and Responsibilities of Trustees/School Leaders/Staff/Parents/Carers and Students

The Trust Board

The Trust Board is responsible for the approval of this Behaviour Policy, ensuring it meets all statutory requirements and that it is highly effective in supporting and safeguarding NSB students. The Trust Board will hold the Headteacher to account for its successful implementation and will seek and analyse



stakeholder feedback collated from the Local Academy Committee to support its monitoring responsibility.

The Local Academy Committee

The Local Academy Committee will consistently take the views of stakeholders, including students, parents/carers and staff on the effectiveness of the School's Behaviour Policy and will feedback to both the Headteacher and the Trust Board on their findings as per the annual Trust Board agenda cycle.

The Headteacher

The Headteacher is responsible for:

- representing and demonstrating the School's core values and expectations
- ensuring that all staff and students, through a thorough induction, understand their roles in the successful implementation of the School's Behaviour Policy – including the consistent and effective implementation of the School's Rewards and Sanctions Systems
- monitoring and evaluating the successful and consistent implementation of the Behaviour Policy across the school
- recommending changes to the Behaviour Policy to the Trust Board
- taking Suspension and Permanent Exclusion decisions (in line with national legislation and guidance)
- ensuring that all staff receive regular and ongoing evidence-based behaviour management training, inclusive of the 'Therapeutic Thinking' graduated approach
- ensuring that all staff receive regular and evidence-based training linked to supporting the behaviour of students with SEND/Mental Health needs
- monitoring feedback from the School's Quality Assurance processes and ensuring individual staff who require bespoke support for behaviour management receive it
- ensuring that behaviour management data is regularly reviewed at each level of the Pastoral Management and Curriculum Management structure and that relevant action is promptly taken by staff to facilitate appropriate interventions and support for students
- ensuring that all staff receive clear guidance about school expectations of their own conduct at school

Senior Staff are responsible for:

- representing and demonstrating the School's core values and expectations
- supporting the Headteacher in implementing all aspects of their responsibilities (as outlined above) inclusive of parental/carer communication where relevant for High-level Behaviour Incidents
- being highly visible, routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- ensuring that the Behaviour Policy is being implemented successfully in all areas of designated Senior Staff responsibility including in designated curriculum and pastoral line management areas
- participating in whole school/departmental QA activities (as designated by the QA calendar) and ensuring all relevant feedback is collated and considered by the Headteacher/Senior Staff
- ensuring that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school
- ensuring that appropriate and bespoke training is given to individual staff according to their needs and experiences, to meet their duties and functions within the Behaviour Policy. This will include for relevant staff, the merged Initial Teacher Training (ITT) Core Content Framework



and the Early Career Framework (ECF) as well as the National Professional Qualification in Leading Behaviour and Culture (NPQLBC) for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing in their school.

- ensuring that all staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour.
- engaging with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams to inform effective implementation, and, where relevant, changes to the School's Behaviour Policy, making relevant links to whole school approaches to mental health and wellbeing as set out in the relevant national guidance – 'Mental health and behaviour in schools (November 2018)'
- building and maintaining positive relationships with parents/carers, for example, by keeping parents/carers updated about their children's behaviour, encouraging parents to celebrate students' successes, or by holding sessions for parents to help them understand the School's Behaviour Policy
- ensuring where relevant that parents/carers are included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place
- working with students to ensure that they have the opportunity to feedback, as part of the Whole School QA processes, on their experiences of behaviour at the school.

Departmental Leaders and Year Team Leaders/Year Team Directors

Departmental Leaders and Year Team Leaders/Year Team Directors are responsible for:

- representing and demonstrating the School's core values and expectations
- supporting relevant departmental staff/form tutors in ensuring that the Behaviour Policy is implemented consistently and successfully – inclusive of parental/carer communication
- participating in year group/departmental QA activities (as designated by the QA calendar) and ensuring all relevant feedback, as passed back and considered by the Senior Staff link
- ensuring where relevant at departmental/tutor level that parents/carers are included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place
- working with students to ensure that they have the opportunity to feedback, as part of the departmental/year group QA activities, on their experiences of behaviour at the school

All Staff (Teaching and Support)

All staff are responsible for:

- representing and demonstrating the School's core values and expectations
- understanding and implementing the Behaviour Policy consistently and successfully to develop a calm and safe environment for students and to establish clear boundaries of acceptable student behaviour
- upholding the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the School Behaviour Policy, so that students can see examples of good habits and are confident to ask for help when needed
- communicating the School's expectations, routines, values and standards both explicitly through teaching behaviour and implicitly through every interaction with students
- challenging students to meet the school expectations and to maintain the boundaries of acceptable conduct
- recognising that the individual context of every student is different and ensuring that the needs of an individual student (SEND/mental health/trauma etc) is taken into account before implementation of the school's Rewards/Sanctions system. Providing a personalised approach to the specific behavioural needs of particular students



- accurately and consistently recording behaviour incidents on the School's Behaviour Monitoring platform
- liaising with parents/carers in line with the expectations of the School's Behaviour Policy
- considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations

Parents/Carers

Parents/Carers are expected to:

- understand, reinforce, and support the School's Behaviour Policy with their child and where possible take part in the life of the school and its culture
- monitor their child's behaviour record in terms of rewards/incidents/sanctions and work positively with the school to support improvements where relevant
- inform the school of any relevant change to a student's personal or medical circumstances which may impact on their child's behaviour
- share their thoughts on the strengths and weaknesses of the School's Behaviour Policy and its implementation through the parental feedback mechanisms (calls/questionnaires/meetings).
- contact the school with any immediate concerns over the implementation of the Behaviour Policy at the School whilst continuing to work in partnership with the school
- where relevant, be part of any pastoral work following student misbehaviour, including attending reviews of specific behaviour interventions in place

Students

Students are responsible for:

- representing and demonstrating the School's core values and expectations
- understanding and complying with the school's key expectations, rules and routines as set out in the Code of Conduct and as covered by the school's induction programme for students and annual reminders at the beginning of the school year or bespoke mid-year transition support programmes for students not joining at the start of an academic year
- taking a full part in contributing to the NSB school culture
- reporting any incidents of behaviour/bullying/safeguarding concern either directly to a member of staff or via the online 'Report a concern' button
- understanding the school's Rewards and Sanctions system and to strive at all times to access the rewards associated with positive behaviour
- understanding and engaging with the wide-ranging pastoral systems of the school in order to support their mental health and wellbeing
- engaging with relevant QA whole school activities so that they can give ongoing feedback on their perception of the success of the School's Behaviour Policy

3. School systems and social norms/The Behaviour Curriculum/Code of Conduct/Routines

The School Behaviour Curriculum

Our Behaviour Curriculum defines and teaches the main routines and expected behaviours of our students. Through the School Behaviour Curriculum, all students are taught about expected behaviours, pastoral support and the rewards and sanctions processes. The explicit teaching and modelling of valued behaviours leads to measurable progress. It also has a methodology to identify individuals unable to achieve the expected outcomes and a methodology to close the gap. We



acknowledge that some students will need support to navigate barriers to the development of pro-social behaviour so that progress can be made and that this can look different for individuals.

Behaviour expectations will be shared with students when they begin the school to familiarise them with the behaviour, culture and ethos to emphasise their duty to follow the School Behaviour Policy and to contribute to the ethos and culture of the school.

Behaviour expectations and routines will be reinforced throughout a student's time at the school through effective modelling by all teachers and support staff and by visual reminders in every classroom in the school.

Positive behaviours will be reinforced by staff when they are met through the rewards system and sanctions will be consistently applied if a student's conduct falls below the expected standard.

The school will also seek to ensure that there is a regular presence in the curriculum of teaching that systematically considers questions of 'good' or 'poor' behaviour in theory and in practice. This will take a range of different forms:

- space within classroom teaching for subjects and in assemblies to reflect on behavioural issues as and when they arise
- opportunities within PD sessions at the school with the Form Tutor that focus explicitly on the Behaviour Curriculum
- explicit 'behaviour teaching' within the above that uses a mixture of independent and group tasks and activities, including research projects, social engagement, presentations and school outings to teach students how and why behaviour matters to collective stability, cohesiveness and happiness in communities, from school to the wider expanse of the country as a whole

The School Values – The Code of Conduct - SMART

Sharp in your appearance and approach to school activities, demonstrating pride in NSB at all times.

Motivated to do well and to take advantage of all of the opportunities that come your way at NSB.

Aspirational to achieve excellence in your academic studies, in your extracurricular activities (of which you should be taking part in at least two activities per week) and in your aims for the future, *'It'll do, won't do!'*

Respectful ensuring you demonstrate integrity, humility and compassion to others at all times. You must be polite, sympathetic and considerate in all of your actions with your peers, staff and visitors, both in and out of NSB. *(This is shown by the way that we speak to each other by being courteous, showing tolerance of different cultures and beliefs, and being well-mannered, showing regard for the feelings and safety of others. Sexual harassment or abuse, racism, sexism, homophobia, transphobia or discrimination of any sort - including disability or religion, will not be tolerated.)*

Tenacious when demonstrating resilience, drive, and a total commitment to all NSB school activities that you participate in.

Code of Conduct/Routines/Arrival and General Movement/Expectations around the School site

Students should:

- show mutual respect and tolerance to all (irrespective of faith, culture/race, gender, disability or sexual orientation). Name calling, swearing or bullying will not be tolerated
- arrive at school on time for registration
- always wear the correct uniform/office dress properly in school and when walking to and from school



- always walk between lessons and in school buildings. Move between destinations (classrooms, washrooms, outside areas) quickly and efficiently, sensibly and calmly, purposefully and directly
- always be polite to others when moving around the school and follow a hands-off policy with other students
- talk to students you are walking with and do not shout or raise your voice.
- keep to the left of corridors/stairs
- keep to one-way flows where designated and follow directions on school signage
- not move around school during lesson time without explicit written permission from staff
- ensure water bottles are filled at break/lunch so that you are punctual to lessons
- follow instructions from staff around the school quickly and politely
- respect the local environment and be considerate to the local community
- never deface school buildings and never damage academic or other student's property (including academic work)
- use the Year Group designated areas during unstructured times
- not use phones at any point on the school premises before 3.35pm

Code of Conduct/Routines/Routines/Expectations in Lessons

Students should:

- ensure all relevant homework has been completed on time and is dated and well presented
- ensure all missed work due to absence has been caught up with
- be fully equipped, organised and self-disciplined
- be punctual and line up quietly and in single file outside the classroom to be met by the teacher
- take out all equipment before the lesson starts and be prepared to learn
- avoid all distractions and disruptions and put away anything not required for lessons
- raise a hand to attract the teacher's attention and not call out
- be focused, polite, respectful, tolerant and compliant to instruction
- be consistently hard working: setting out and completing all class and homework work clearly and to the best of their ability
- tuck in chairs at the end of the lesson and stand behind chairs before being dismissed in silence by the teacher after a uniform check

Code of Conduct/Routines/Routines/Expectations at Break and Lunch

Students should:

- queue for food respectfully without pushing into the line
- ensure bags are off the table when eating
- ensure that they are sat at a table when eating inside
- consume food and drink only in designated areas
- clear table of all rubbish before leaving – using the nearest bin to the table
- leave their table promptly after finishing food and clearing the table, leaving their chair tucked under the table or neatly at the side of the Concourse
- engage in respectful behaviour in Year Group designated break/lunch areas, including the field (football, touch rugby, cricket with a tennis ball and basketball (on the tennis courts) are permitted activities). No physical holding permitted in any activity

Code of Conduct/Routines during Assemblies

Students should:



- gather outside of the Cripps Theatre or Assembly sensibly and should stop talking when lined up by the YTL/YTD
- enter the Theatre in silence and remain in silence until the assembly begins
- sit in Form Groups to allow the Form Tutor to take an effective attendance register
- be dismissed by the YTL/YTD in silence and in an orderly fashion

Code of Conduct/Routines concerning Uniform

- all students are expected to adhere to the Appearance Policy as it plays an important part in establishing a community spirit and encourages students to take a personal pride in their own appearance
- sixth Form students must wear their Lanyard/Swipe Card at all times
- sixth Form students must always swipe in and out of school on entering and leaving the school site (before the end of the school day)
- students are expected to fully adhere to the Appearance Policy on the way to and from school each day
- the school expects that the appearance of all students will reflect credit on the individual, the family and the school itself. Inappropriate appearance will not be permitted and the Headteacher reserves the right to decide the suitability of appearance and clothing for school wear, including in response to any uniform/dress linked to particular cultural/medical requirements
- coats should not be worn in school buildings
- long hair should be tied back when in practical settings such as laboratories and workshops
- extremes of hair styles, (shaved heads, unnatural hair colours and patterns shaved into short hair) are not acceptable and will be liable to receive a sanctions

Code of Conduct/Routines concerning Mobile Phones

- the school operates a 'Don't See/Don't Use' policy with mobile phones
- students may carry a mobile device, but they must never be seen or used on the school site (other than in exceptional circumstances when directed by a teacher)
- student use of a mobile phone is banned in all areas of the school
- students must not use ear buds or similar devices in school

Failure to adhere to these rules will lead to confiscation of the relevant items as per the relevant part of the Sanctions section linked to mobile phones

Code of Conduct/Routines involving travel to and from school

Students should:

- follow all safety instructions issued by staff, including those related to practical activity lessons and in relation to the Fire Drill
- walk bikes on and off the school site
- take care crossing roads and always use the pedestrian crossings to cross the Billing Road
- leave valuable items at home
- travel to or from school in full school uniform/office dress always adhering to the School Uniform/Sixth Form Appearance Code
- behave in a sensible manner as an identifiable member of the school
- be courteous and polite
- look after the local community environment respectfully
- avoid, where possible, walking through park areas on their own



Code of Conduct/Routines when looking after our environment

Students should:

- aim to keep the environment as attractive, safe and as ecologically friendly as possible
- not drop litter and always use recycling bins where possible
- always avoid marking any school surface and avoid any deliberate damage to school property (Graffiti on school property is banned and will incur a Mid-level or High-level sanction depending on the nature of the incident)
- not bring chewing gum onto the school site or chew gum under any circumstances
- report any theft or damage to the nearest member of staff
- respect display work around the school
- not leave bags lying around where others may trip over them. Bags and coats should be carried in a sensible way so that they do not damage paintwork or present a danger to other people

Code of Conduct/Routines whilst Involved in Extracurricular Activities

All students should:

- aim to take part in at least two extracurricular activities/interventions per week either at lunchtime or after school
- represent NSB (visits, performances, teams) with pride and carefully always follow staff instructions/rules/regulations and the positive spirit of the event
- ensure their interactions with opponents, members of the public and staff are considerate, courteous and co-operative at all times
- accept the decision of organisers/referees/officials with respect and without argument as the final decision
- always conduct themselves in competitive matches in a controlled and orderly manner and with respect for all
- always demonstrate respect and self-control towards opponents in competition, regardless of winning or losing

4. School systems and social norms and the Rewards System

The School recognises that a consistently implemented Rewards System and high profile acknowledgement of student success will help to drive and maintain high standards of behaviour within the School.

Staff members will utilise the following reward strategies to support behaviour and recognise success in the classroom or around school in a consistent manner:

Staff should aim to always talk through and frame with students why their behaviour/work has met the requirements for a reward.

Parents and carers should also be informed of significant success as set out below.

The rewards system will operate as follows:

- i. Verbal/written praise (personal or public) in or outside of lessons or in public forums should be used to recognise expected good standards of work/behaviour. Pro-social behaviour should also be rewarded with verbal/written praise. Behaviour is everything someone says or does, and positive pro-social behaviours need to be recognised.



- ii. High-levels of student achievement will be publicised through the Head's Bulletin, display boards in and around the school, Form Tutor Announcements, assemblies and through local newspaper articles and school social media.
- iii. Merits are awarded to students in all Year Groups in recognition of notably strong (above good / below exceptional) performance, work or attitude which is below the level of exceptional (commendation) but which is strikingly positive enough to be worthy of formal recognition. Merits add 1 House Point to a student's House. Merits may be given for any aspect of notably strong performance including but not limited to:
 - notably strong effort and attitude in a lesson or over several lessons
 - notably strong sustained attainment/progress against MAG academic targets (work consistently at MAG)
 - notably strong individual piece of work (at minimum MAG)
 - notably strong leadership/support/teamwork/conduct/role modelling

Any Merit will automatically bestow 1 positive Behaviour Point on Class Charts for that student.

- iv. Commendations are awarded to students in all Year Groups in recognition of exceptional work (in any aspect of school life) or behaviour which is explicitly well over and above the expectation. The Commendation must be recorded on the Behaviour Platform by the teacher for students and parents to view. Each Commendation awarded will automatically add 3 House Points to the House of the rewarded student. Although all commendations are formally issued/recorded electronically, a commendation for written work on paper should be highlighted by use of the NSB Commendation on the piece of work after it has been assessed. Commendations may be given for any aspect of outstanding performance including but not limited to:
 - exceptional sustained effort and attitude over several lessons
 - exceptional sustained attainment/progress against academic targets (work often at TAG)
 - exceptional individual piece of work above MAG (at minimum TAG)
 - exemplary leadership/support/teamwork/conduct/role modelling

Any Commendation will automatically bestow 3 positive Behaviour Points on Class Charts for the recipient student.

- v. Communication Home may be used by staff to recognise exceptional work in addition to the award of a Commendation / Merit.
- vi. At the end of each double term (Terms 2/4/6 for Year 7-10 and 12 and Terms 2/4 for Year 11 and 13), each curriculum department will nominate a student from each year group for the Outstanding Performance of the double term. This could be in recognition of behaviour/attitude/academic achievement/extracurricular performance/support of others. Students who receive this award will receive an Outstanding Performance Certificate from the department and a letter home which will detail why the award was given. An Outstanding Performance Certificate awards an automatic Commendation and a total of 10 House Points to the student's House. Each student who achieves this award will also receive a lunch pass for themselves and a guest which lasts for two weeks.
- vii. Recognition in Awards Ceremonies is given through annual awards (as set out below) which are presented to students for outstanding performance in the following categories: Academic Awards/Arts Awards/Personal Development Awards/Sports Awards.



Monetary prizes/silverware/certificates/badges are awarded at the Academic Awards Evening. Ties and Bronze/Silver/Gold badges are awarded at the Sports Awards Evening. Bronze/Silver/Gold/Platinum badges are awarded in the Arts and Personal Development Awards Evening.

Ties/Badges which have been awarded to a student can be worn as part of their NSB School uniform/office dress.

All students who achieve an award will automatically gain a Commendation and 10 House Points will be added to their House.

- viii. Net Behaviour Points: The 5 students (and a nominated guest) in each Year Group who have the highest Net Behaviour Points at the end of the year will be able to go directly to the front of the lunch queue for the duration of two allocated weeks in the First Term of the year. The Net Commendation calculation will be determined as follows:

Total Number of positive behaviour points (Merits (1pt) and Commendations (3 pts))

Subtract

Total Number of negative behaviour points (see sanctions section)

This calculation of a Net Merit and Commendation Score will also be used at the Headteacher's discretion to determine whether it is appropriate to withdraw privileges for individual students e.g. suitability of a student to attend a school trip.

- ix) Students' positive qualities are recognised by their appointment to various positions of responsibility as set out below. Positions of responsibility all automatically award 10 House Points to the post holder's House.

In Years 7 - 11

- House Form Representative who attends the School Council, 'Student Voice' and champions Charity Week activities within the Form
- House Captain who helps to organise all competitive activities the Form Class participates in
- The Eco Leader who attends the Whole School Eco Committee

In the Sixth Form

- Peer Mentor award is based on determined effort to support lower year groups with training provided in both Mental Health First Aid and Mentoring
- House Leadership Team in Y12/13 is elected by the whole school (1 House Leader and 3 assistants per House). They lead assemblies and House Council meetings and encourage healthy competition within their House. All 12 students meet weekly and work together to discuss the school environment and work collaboratively on projects within and outside the school community. They also represent the school at public events
- House Seniors – volunteers from Y12/13 who work with Form classes within their House to help arrange lower school competitive events and to help run charity events as well as encouraging Student Voice



- Head Boy and Head Girl/Deputy Head Boy and Deputy Head Girl awarded after an interview process with due consideration to Y12 examination results along with the House Leadership Team they form the Student Leadership Team who meet termly with the Headteacher
 - Race Ambassador positions are awarded following positive participation in the Race Ambassadors Committee
 - Female Lead awarded following positive participation in the Female Lead Committee
 - LGBTQ+ Leader positions are awarded following positive participation in the LGBTQ+ Leader Committee
 - Green Ambassador positions are awarded following positive participation in the Green Ambassadors Committee
- ix. House Points: In addition to House Points earned via merits and commendations and the double termly Subject Outstanding Performance Awards, each Curriculum Area will hold at least one House Event a year for every year group. Winning teams will earn 25 House Points per event for their House (20 for 2nd/15 for 3rd/10 for 4th).
- There are also three marquee House events where double points are awarded: Personal Development Week, House Sports Events (October)/Expressive Arts (February) and House Sports Day (July). House Points are accumulated throughout the year and the winning House are awarded the House Cup. Up to date running House totals will be displayed on an electronic House Score Board in the 1911 Hall. The House Cup will be awarded to the House with the highest House point score at the end of Term 6. Year 13 House Leaders of the winning House will be invited in to receive the Trophy at the end of the Term 6 House Assembly.

School On-Line Reward Shop (opening at the end of March 2025)

All students can exchange their positive behaviour point tally for items from the School's Reward Shop (run by the Deputy Headteacher Behaviour) at allocated points in the School Year.

Please note that our system of rewards is regularly reviewed. Parents will be informed of any changes to the current system via communication home.

Rewards		
Informal Examples	LL Reward	Description of Reward
<ul style="list-style-type: none"> • expected good standards of work • prosocial behaviour 	Verbal Praise Written Praise	Verbal/written praise given for prosocial behaviour and good class work but is not recorded on the Behaviour Platform
Formal Recognition (day to day formal recognition)	Formal Reward	Description of Reward
<ul style="list-style-type: none"> • work quality • behaviour and effort • teamwork or leadership 	Merit awarded 1HP	Notably strong effort and attitude in a lesson or over several lessons Notably strong sustained attainment/progress against MAG academic targets Notably strong individual piece of work - at minimum MAG Notably strong leadership/ support/ teamwork/ conduct/ role modelling
<ul style="list-style-type: none"> • work quality • behaviour and effort • teamwork or leadership 	Commendation awarded 3HP Communication home	Exceptional sustained effort and attitude over several lessons Exceptional sustained attainment/progress against MAG academic targets (work often at TAG)



		Exceptional individual piece of work above MAG (at minimum TAG) exemplary Leadership/support/teamwork/conduct/role modelling
<ul style="list-style-type: none"> Net Commendation Award 5 Students per Year Group Term 6 	Two week Lunch Pass for Term 1	5 students in each Year with the highest Commendations at the end of the year will be able to go directly to the front of the lunch queue (with a plus 1) for two allocated weeks in Term 1
Additional formal recognition during the academic year	Formal Award / Recognition	Description of Reward
<ul style="list-style-type: none"> Outstanding Performance by Curriculum Team award Terms 2, 4 and 6 	Outstanding Performance Certificate & Letter Home (Commendation / 10 House Points) & Lunch Pass (2 weeks)	At the end of Term 2,4 & 6 Curriculum Teams nominate for Outstanding Performance. Behaviour, Attitude or academic or achievement in an extracurricular activity
<ul style="list-style-type: none"> High level of student achievement in or outside the classroom. 	Headteachers Bulletin Display Board Form Tutor or Assembly announcement Local Newspaper and social media	Accolade given following reports by staff to SLT and fed back within school communications
<ul style="list-style-type: none"> Award Ceremony Award Award Ceremony Named Award 	Academic Award Arts Award Personal Development Award Sports Award (Commended & 10HP) Certificates and Bronze, Silver, Gold, Platinum badges Half Colours, Full Colours, International and Cup winning ties Monetary Prizes	Accolades given during Academic Awards/Arts Awards/Personal Development Awards/Sports Awards. These will be by year, team or subject but will also include named awards that result in a significant reward
<ul style="list-style-type: none"> Position of Responsibility 	Head Boy and Head Girl/Deputy Head Boy and Deputy Head Girl Student Leadership Team House Form Representative School Council Green Leader Race Ambassador Female Lead Committee LGBTQ Committee Peer Mentor House Leadership Team	To support the Student Voice and the running of the school the committee work and named roles are vital to a rounded school



	House Council House Seniors (All 10 House Points)	
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5. School systems and social norms and the Sanctions System

Context

Staff should seek to manage behaviour fairly, consistently and without emotional attachment. Best practice is recognised by a teacher who secures high standards of behaviour through firmly establishing the highest expectations of their students: embedding consistent routines, delivering challenging teaching which stretches students of all abilities and establishing a positive working rapport with students who recognise that the teacher cares about their personal welfare and outcomes.

Expected behaviour should be modelled and taught. The NSB Behaviour Curriculum and the Code of Conduct of Routines and Expectations should guide the management of behaviour within the classroom. The vast majority of students at the school display outstanding levels of behaviour throughout their time at the school. The NSB Behaviour Curriculum is used to teach children to demonstrate our school values through their behaviour. The Rewards section of the Policy is applicable for all students; the Sanctions section will be relevant for a small minority of the student cohort.

Reporting a behaviour concern

A safe environment for all is established through emphasising the need for all students and staff to report incidents of concerning behaviour. Students are regularly reminded to report incidents of concerning behaviour directly to a member of staff at the earliest given opportunity and are reassured that all concerns are treated seriously. If circumstances arise that mean students do not feel able to report a particular incident directly to a member of staff, they can report concerns via the online 'Report a Concern' link on the school website.

Parents/carers should contact their child's Form Tutor in the first instance to discuss any concerns regarding behaviour. Any safeguarding concerns should be reported directly to the school's Designated Safeguarding Lead(s).

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with the school's sanctions system. The first priority is to ensure the safety of students and to restore a calm environment so that students can learn and thrive. Responses must be consistent, fair and proportionate so that students know that misbehaviour will always be addressed. Some students whose behaviour meets relevant related Ranges thresholds for SEND, will have a graduated Therapeutic Thinking associated plan in place, which will need to be followed.

Sanctions are one type of response intended both to bring about a modification in the behaviour of an individual student and act as a deterrent to others. Following any sanction, intervention support strategies must be considered to help the student understand how to improve their behaviour and to meet the behaviour expectations of the school. Depending on the nature of the incident, these might include a targeted discussion with the student; a phone call with parents/carers; wider appraisal and feedback from all staff who teach or support the student; inquiries into circumstances outside of school conducted by the Safeguarding Lead or Deputy; wider internal or external agency interventions



run by trained staff promoting the mental health and wellbeing of the student, or for LAC students consultation with the Virtual School Team.

To support a consistent approach to the management of poor behaviour across the school, sanctions should be utilised as set out at the end of this section. Only the strategies/sanctions listed should be used by staff. Whole class detentions must not be used nor the practice of writing the names of students on a Classroom Board/Screen for negative behaviour. For High-level incidents, more than one sanction can be applied according to the context of the incident, providing they are proportional and appropriate.

For students with SEND, staff must consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student as per the Equality Act (2010). Similarly, where a student has a disability, staff must consider whether reasonable adjustments need to be made to the sanction taking note to the DFE definition that '*if a child has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability*'. This does not necessarily mean that a disabled child will be exempt from sanction. Staff should take advice from the Inclusion Team and the SLT pastoral leads where relevant.

Alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that student, based on the knowledge of their personal circumstances.

When determining a sanction, the school will take into account any contributing factors that are identified after a behaviour incident has occurred: for example, if the student has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has SEND needs, has been subject to criminal exploitation, or is experiencing significant challenges at home.

SENDCos and the Inclusion Team have a key role in ensuring that the teachers of students with SEND and other SLT are aware of SEND needs that may be impacting on behaviour and therefore where sanctions may need to be mitigated. Year Team Leaders and Form Tutors have a key role in alerting teaching staff to other personal mitigating factors which may impact on a student's behaviour.

At NSB we follow a Therapeutic Thinking Graduated Response to managing and supporting behavioural needs which sit alongside the school's Rewards and Sanctions systems and are overseen by the SENDCos and other relevant staff including those trained in Therapeutic Thinking. The Therapeutic Thinking Graduated Response will normally be used to support students who are demonstrating increasingly challenging behaviour in line with the SEND Ranges.

Stages of targeted support are:

- **Targeted**
- **Targeted Plus (Early Prognosis)**
- **Specialist (Predict, Prevent, Progress)**
- **Specialised Plus**

As a student moves up the graduated response the relevant plans become wider in scope and more in depth regarding the necessary levels of support and intervention.

The list of incidents is not exhaustive, and guidance should be sought from the Pastoral Deputy Headteacher or Assistant Headteacher where a teacher is unclear on the correct sanction to use.



Staff must always recognise and make clear to students that it is the behaviour being sanctioned and not the character of the individual.

Management of Behaviour Incidents

Much of the 'heavy lifting' of behaviour management is done at an unspoken, implicit, intuitive level that sits 'below' the lowest stakes of formal intervention; many situations of possible misbehaviour are averted through non-verbal and non-interventionist approaches. Staff use pauses, claps, raised hands, eye contact, proximity, and other non-verbal strategies to reinforce and remind students of expected behaviours, especially in the 'prompt' stage of disciplinary decisions. In line with the principle that staff should be able to 'start small' when addressing poor behaviour, the use of behavioural signalling with students should be used wherever possible. All teaching and support staff will be trained in the use of behaviour management techniques designed to promote consistent standards of high behaviour and to be able to de-escalate low-level misbehaviour before the use of formal sanctions. Staff are encouraged to use their discretion to manage behaviour without use of formal sanctions when any initial misbehaviour is at a low-level.

Staff should 'reach for' the appropriate formal sanction in each situation only as a final resort.

A sanction is lawful if it satisfies the following conditions:

- the decision to sanction a student is made by a paid member of the school staff (not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
- the decision to sanction the student and the sanction itself are made on the school premises or while the student is under the lawful charge of the member of staff; and
- it does not breach any other legislation (for example in respect of Equality, SEND and Human Rights) and it is reasonable in all the circumstances

In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and will consider any individual circumstances relevant to its imposition including the student's age, any SEND, and any religious requirements

For ease of use, the Sanctions System categorises incidents as one of three Levels: Low-level (LL)/Mid-level (ML)/High-level (HL). All behaviour incidents have a sanction and support intervention to support learning and to help minimise reoccurrence. The list of incidents is not exhaustive, and guidance should be sought where a teacher is unclear on the correct sanction to use.

Classroom Based Incidents – below sanctions		
Examples of behaviours that are not formally sanctioned initially:		
The following examples of behaviour should typically sit below the tiered incidents that require formal use of explicit sanctions. Students must be reminded of the need to correct these behaviours, make better choices moving forwards and rectify the issue swiftly to avoid any disruption to learning and a positive climate. Such behaviours include, but are not limited to:		
<ul style="list-style-type: none"> • poor focus • not lining up/entering/leaving appropriately • not fully equipped • minor uniform or appearance infringement • poor quality of work for an element of the lesson • low-level non-adherence to expected classroom routines 		

Classroom Based Incidents - sanctions		
Low-Level (LL) Examples	LL Sanction	Range of Support Interventions



<ul style="list-style-type: none"> • low-level disruptive behaviour which negatively impacts on the learning of others • persistent low-level non-compliance • talking above the teacher/impolite behaviour below direct rudeness or insolence • homework not completed on a one-off occasion without good cause 	<p>1st incident in the lesson Verbal reminder of expectations. Not recorded on the Behaviour platform. REMIND</p> <p>2nd incident in the lesson Verbal warning. Not recorded on the Behaviour platform. WARN</p> <p>3rd incident in the lesson Reseating student in the lesson. In-class MOVE Recorded on the Behaviour Platform as a Low-Level incident with a Curriculum based sanction as determined by the teacher e.g. 15 minutes break or lunch detention or community service activity in the curriculum A phone call or an email home must be made by the subject teacher</p> <p>4th incident in a lesson Automatically becomes a Mid-Level incident where removal of the student to the LL/CTL/Link SLT takes place (see REMOVE below)</p> <p>Where homework is not completed on a one-off basis without good cause, this is recorded on the Behaviour Platform as a Low-Level incident with a curriculum-based sanction as determined by the teacher – such as break detention/return for 15 minutes of lunch / community service activity in the curriculum / extra homework completed by the next morning</p>	<p>1st incident Refocus of student on work, discussion of expected positive outcomes.</p> <p>2nd Incident (following warning) Reframe of expected outcomes</p> <p>3rd incident Teacher discusses behaviour with the student outside of the classroom before moving the student to a different seat</p> <p>4th Incident (see Mid-Level support below)</p>
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Mid-Level (ML) examples	ML Sanction	Range of Support Interventions
<ul style="list-style-type: none"> • direct rudeness or insolence to staff • complete refusal to work • REMOVE following a 4th Low-Level incident in a lesson 	For direct rudeness or insolence to staff or complete refusal to do work or for significant disruption to the lesson which reaches the REMOVE stage immediate	Teacher meeting with CTL and student before next lesson to re-frame expectations. At the meeting there should be consideration of the temporary removal of the student from the class into the



<ul style="list-style-type: none"> • persistent lateness (consecutive lessons or recurring lateness) to class without reasonable excuse • persistent lack of homework (consecutive homework missed or recurring lack of homework) 	<p>removal of student to LL/CTL/Link SLT (where relevant)</p> <p>Persistent lateness or persistent lack of homework student remains in class <i>Persistent lateness / persistent lack of homework is re-set to zero after a SLT detention has been issued</i></p> <p>For all Mid-Level incidents, the student is referred to SLT Lunchtime detention for that day or the next day</p> <p>Teacher records the incident on the Behaviour Platform as a Mid-Level Behaviour incident with a SLT detention</p> <p>A phone call or email home must be made by the subject teacher</p>	<p>LL's/CTL's classroom or if the LL/CTL are not available, the Link SLT's classroom/office for a set period until behaviour improves</p> <p>Inclusion Team/external agency/mentoring support as relevant pending on overall behaviour record of the student. This could include a formal stage of the Therapeutic Plan approach at the discretion of the SENDCos in line with the SEND Ranges</p>
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Out of class incident		
Low-Level (LL) Examples	LL Sanction	Range of Support Interventions
<ul style="list-style-type: none"> • running on the path • pushing in the queue • uniform infringement • minor unsettled behaviour • not clearing table appropriately • playing in a non-designated area for the year group 	<p>Verbal reminder</p> <p>Placing student at the back of the lunch queue if pushing in or if lining up with a uniform infringement</p> <p>Cleaning own table and other tables as directed</p> <p>Re-walk journey if caught running</p> <p>This level of incident is not recorded on the Behaviour Platform</p>	<p>Positive verbal reminder of expectations</p>
Mid-Level (ML) Examples	ML Sanction	Range of Support Interventions



<ul style="list-style-type: none"> • non-compliance or rudeness/insolence • persistent uniform infringement after initial warning • littering • unintentional dangerous behaviour • persistent failure to adhere to designated areas (continues after initial warning) • aggressive behaviour without physical harm • first incident of mobile phone/ear buds being confiscated 	<p>Student referred to SLT Lunchtime detention for that day or the next school day. The incident is recorded on the Behaviour Platform as a Mid-Level out of class behaviour incident. A phone call or email home must be made by the member of staff dealing with the incident.</p>	<p>SLT (running the detention) discussion with student to reframe expectations.</p> <p>Inclusion Team / external agency / mentoring support as relevant pending on overall behaviour record of the student. This could include a higher stage of the graduated Therapeutic Plan approach at the discretion of the SENDCos in line with the SEND Ranges.</p>
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High-level individual incident in a lesson or between lessons		
High-level (HL) Examples	HL Sanction	Range of Support Interventions
<ul style="list-style-type: none"> • swearing at a member of staff • possession of banned items • damage to school/property • theft • bullying • behaviour/abuse relating to any protected characteristic • economic/elitist abuse • sexual misconduct/harassment (see Section 11) • other abuse covered by the Equality Act • verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site • using a mobile device to film on school grounds • inappropriate use of technology/social media targeting others or that brings the school into disrepute or is used for malicious intent • physical assault on or off the school site • malicious accusations made by students against school staff • serious misuse of technology such as accessing pornography or online abuse • persistently across a prolonged period of time disrupting lessons or the learning of others • persistent failure across a prolonged period of time to improve behaviour 	<p><i>Potential sanctions/interventions are wide ranging for a High-Level incident depending on the nature and context of the incident:</i></p> <p>SLT call out to the class or the scene of the incident.</p> <ul style="list-style-type: none"> • <i>the SLT member will then appraise the situation and take relevant action, including student removal if a High-Level incident has occurred. This sanction should only be used when all other strategies have been attempted or when behaviour is extreme.</i> • <i>all High-Level incidents are immediately appraised by the SLT member dealing with the incident who will then refer the incident to the DH / AH Pastoral and the relevant YTL / YTD for sanction / intervention determination. The DH / AH Pastoral must refer the incident to the HT if the incident is sufficiently serious to warrant a potential suspension or permanent exclusion.</i> • <i>any incident of Sexual misconduct or harassment must be referred immediately to the Headteacher for sanction/intervention determination.</i> <p>After School SLT Detention – Friday Evening 3.35-4.30pm –</p>	<p>Restorative meeting with the victim(s)</p> <p>Counselling and mentoring/home visits</p> <p>Those removed from lessons will work under the direct supervision of a teacher or trained member of staff in a designated area.</p> <p>Inclusion Team/external agency/ mentoring support as relevant pending on overall behaviour record of the student. <i>This could include a formal stage of the Therapeutic Plan approach at the discretion of the SENDCOs in line with the SEND Ranges.</i></p> <p><i>If a classroom-based incident, the AH/DH Pastoral will meet with the relevant CTL and link SLT to determine how best to reintegrate the student into the classroom following a compulsory reintegration meeting with the teacher and CTL e.g. change of seat/teacher/wing half/phased return to lessons.</i></p> <p><i>All High-Level incidents invoking a suspension as a sanction must have an in-school parental meeting with the student present to reframe expectations. The member of staff attending this meeting will be either the YTL/YTD/AH Pastoral/DH Pastoral depending on the severity of the</i></p>



<ul style="list-style-type: none"> • missing a SLT lunchtime detention without valid reason • second incident of mobile phone/ear buds confiscated 	<p>this is the automatic sanction for missing a SLT detention or having a phone / electronic device confiscated for a second time</p> <p>Direction to structured lunchtime or after school activities for a sustained period of time</p> <p>Extended Loss of Free Time at Break/Lunch</p> <p>Loss of Privileges e.g. attendance at a school trip/early entry to lunch</p> <ul style="list-style-type: none"> • <i>the calculation of a Ne Commendation Score as set out in the Rewards Section will also be used at the Headteacher's discretion to determine whether it is appropriate to withdraw privileges for individual students</i> <p>YTL/YTD Daily uniform and/or equipment check</p> <p>Internal removal from lessons for a set period (no more than 3 days)</p> <p>Immediate referral to Form Tutor/YTL/YTD or SLT Behaviour Report</p> <p>Reallocation of class/wing-half Alternative</p> <p>Provision/Temporary Off-Site Direction</p> <p>Managed Move</p> <p>Local Academy Board</p> <p>Disciplinary Hearing</p> <p>External Suspension</p> <p>Permanent Exclusion</p> <p><i>Suspensions/permanent exclusions can only be determined by the Headteacher or a Deputy Headteacher in their absence</i></p> <p><i>The SLT initially dealing with the incident must liaise with the DH/AH pastoral over the best person to contact the parent/carer and to record the incident on Behaviour Platform as a High-Level incident with the relevant sanction</i></p>	<p><i>incident and the nature of the student's whole behaviour file.</i></p>
<p><i>Where the Headteacher suspects criminal behaviour following a High-Level Incident (HL), the school will make an initial assessment as to whether an incident should be reported to the police. Initial assessments will be fully documented, and relevant evidence will be preserved wherever possible. If a decision is taken to report the incident to the police, the school will ensure that any further action taken by the school does not interfere with any police action taken. The school will, however, retain the discretion to continue investigations and to enforce its own sanctions if it is not in conflict with police action.</i></p>		



Persistent Low-level/Mid-level/High-level Behaviour Incidents including Reports

Key:

Low-Level Incident = 1 Negative Point (as recorded on Class Charts)

Mid-Level Incident = 2 Negative Points (as recorded on class charts)

High-level Incident = 4 Negative Points (as recorded on class charts)

Form Tutor Behaviour (FT) Report

An automatic Friday after school SLT Detention and Form Tutor Behaviour Report for 2 weeks which can be extended to 3 weeks at the discretion of the FT is triggered by the following over the course of 10 rolling weeks: 12 Negative Points from Low-level, Mid-level and/or High-level incidents (below suspension)

Year Team Leader/Director (YTL/YTD) Report

A YTL/YTD Behaviour Report for 2 weeks which can be extended to 3 weeks at the discretion of the YTL/YTD is triggered by any of the following over the course of 10 rolling weeks:

24 Negative Behaviour Points from Low-level, Mid-level and/or High-level Incidents (below suspension)

A single external suspension of any length

Failure to secure a satisfactory Form Tutor Report (at the YTL/YTD discretion)

SLT (Deputy Headteacher/Assistant Head Pastoral or Director of Sixth Form) Report

SLT Report to the DH/AH Pastoral or DoSF is triggered by any of the following over 10 rolling weeks:

36 Negative Points from Low-level, Mid-level and/or High-level incidents (below suspension)

2 or more external suspensions

Failure to secure a satisfactory YTL/YTD Report (at the AH/DH Pastoral or DoSF discretion)

Headteacher Report and Local Academy Disciplinary Hearing

Headteacher Report and a Board Disciplinary Hearing (Local Academy Committee) attended by parents/carers and the student is triggered by the following:

- Student fails to secure a satisfactory SLT report
- The Headteacher determines that a student is at risk of permanent exclusion

Mobile Phones used anywhere in school before 3:35pm

The use of mobile phones, ear buds and headphones are banned for all students on the school premises bar:

- Under the direction of a member of SLT in assembly to enable students to complete an on-line Questionnaire as part of the school's QA processes

Mobile phones, ear buds and headphones used on the way to school must be turned off and put out of sight before entering the school premises. Mobile phones (not ear buds) may be turned on after school, once the student has left the school grounds. If a student is remaining on the school site after school to access a club or activity, they may (when they arrive at the activity) use their phone to contact home if required to arrange transport home.

Sanctions:

If a phone is seen for any reason outside of the exception above, it will be confiscated, taken to the Headteacher's Administration Office or Reception and returned at the end of the student's school day (student collection from the Reception). The incident is recorded on the school's behaviour platform as a Mid-level incident and the student will sit an automatic SLT Lunch detention (in line with the expected sanction for a Mid-level incident). Parents will receive notification through the online platform.

Sixth Form students who have had their phones confiscated for the day will not be allowed to have them back for lunch. Students should therefore not rely on using mobile phones to pay for lunch electronically outside of school.



If a phone is confiscated twice during the academic year, the incident will be recorded on the school's behaviour platform as a High-level incident and parents will be contacted by the Class Charts notifications system and the student will sit an automatic after school detention on a Friday.

If a phone is confiscated three times during the academic year, the student must hand their devices in at the beginning of every school day to their YTL/YTD this will be returned via Reception at the end of the day by student collection. This will be for a six-school week period beginning on the day following the second confiscation.

If a student forgets to hand their phone in to the YTL/YTD at the beginning of the school day, they will be banned from bringing a mobile phone, ear buds or headphones onto the school site for 12 weeks.

6. Inclusion & Student Support for Behaviour for those with Additional Needs

The school is an inclusive school and supports the learning of all students. All staff, through whole school CPD, will be trained in understanding SEND and the associated behaviours. The school will also seek to anticipate likely triggers of misbehaviour for students with additional needs and/or disability and will put in place relevant support measures according to the specific circumstances and requirements of the individual student concerned. We use a tiered approach in line with the graduated response which reflects the West Northants SEND Ranges and Therapeutic Thinking.

Tier 1 – Universal and Targeted response

Tier 1 examples of interventions which will be overseen by the relevant Year Team Leader (YTL/YTD) in conjunction with the SENDCos and the Inclusion Team include:

Behaviour Mentoring; Early Help Assessment based on individual circumstances; Positive Report cards; reflection time; safe space; YTL support; wing half swaps; family meetings; short, planned movement breaks; adjusted seating plans; and adjusted uniform/office dress requirements.

Tier 2 – Targeted and Targeted Plus

Tier 2 examples of intervention include:

Inclusion Team 1:1 and group work on grounding techniques; fight or flight; coping skills; study tips; sleep hygiene; managing your own ADHD or ASD; Early Help Assessment based on individual circumstances; countering anxiety; and stress management. A risk assessment may be written and implemented.

Tier 3 – Specialist and Specialist Plus

At Tier 3 the Pupil Welfare Panel, in liaison with the Inclusion Team, regularly review students with significant additional needs and help to ensure that relevant external agency interventions are in place.

Some Tier 3 examples of intervention include:

Counselling; Cognitive Behavioural Therapy; Yoga; UoN Counselling; psychodynamic counselling; Saints and Cobblers Study Centres; NSTC placements; Early Help assessment based on individual circumstances; Child in Need and Child Protection Plans. A risk assessment may be written and implemented.



A wide variety of external agencies are involved in supporting the school's behaviour management processes for students both with (and without) SEND. Where a student has an EHCP, there will be close liaison with the relevant External Agencies and the SENDCo.

Quiet Room and Sensory Room in the Inclusion Centre

The central purpose of the Quiet Room and the Sensory Room will be to help students regulate their emotions. When stress and anxiety rise, all people struggle to make appropriate choices. Students struggle to have productive conversations and lose focus on tasks.

The goal of the Quiet Room and the Sensory Room will be to reduce sensory input and provide calming visual, auditory, and tactile experiences to help students regulate. The rooms **will** be used to help students de-escalate and emotionally reset.

Students will be taught how and when to use the Quiet Room or the Sensory Room. The Inclusion Team will model how using both the Quiet Room and Sensory Room can offer a student the opportunity to calm and regulate during the school day. The Inclusion Centre and these rooms will always be supervised by a member of the Inclusion Team.

The use of one of the rooms for a student will be agreed by the Inclusion Team; which will also include a planned discussion regarding the frequency of use. Students will be consulted in accordance with their age and level of understanding. The use of one of the rooms will be specified in the student's Provision Map or Therapeutic Plan, facilitating regular review of its use and it will be agreed by the SENDCo/AH or DOSF/DH Pastoral and parents/carers with their agreement recorded.

A Quiet Room or a Sensory Room should only be used after in-class strategies have failed to regulate the student. A decision to use physical intervention to support the student in accessing a Quiet Room should be based upon a dynamic risk assessment. In these instances, the Quiet Room / Sensory Room will be used as a means of:

- lowering the student's stress/anxiety levels caused by sensory input
- increasing successful access to the curriculum

In optimum circumstances the student will choose to access a Quiet Room or Sensory Room, sometimes with a prompt from staff. In exceptional circumstances when the student is unable to make this informed choice, staff may direct the student to a Quiet Room or Sensory Room using agreed positive handling strategies. In these instances, the Quiet Room or Sensory Room can be used as a means of (a) helping the student to manage their own emotional state (b) reducing the danger to staff/students and/or removing the disruptive behaviour from the body of the school (c) reducing the need for prolonged use of physical intervention.

7. Sanctions – Further Information – Detentions/Suspensions/Permanent Exclusions/Managed Moves/Alternative Provision and Offsite Directions

Detentions

Teachers have a statutory authority to issue a detention to students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)

- the power applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students
- teachers can use detention as a sanction (in accordance with the Behaviour Policy) at any time the student is in school or elsewhere under the charge of a teacher, including during an organised activity, on school visits and residentials



- teachers have a specific legal power allowing them to impose detention outside school hours (Friday after school)
- teachers can confiscate students' property in a detention where the item is banned or prohibited
- teachers can use detention as a sanction for misbehaviour outside of school
- parental consent is not required for detentions
- staff will allow students reasonable time to eat, drink and use the toilet during a lunchtime detention
- students will undertake set written work or silent reading in a detention

If a detention is issued outside of school hours (Friday after school – 3.45-4.45pm), staff issuing the detention will consider the following points to avoid compromising a child's safety:

- whether the detention is likely to put the student at risk
- whether the student has known caring responsibilities which mean that the detention is unreasonable
- whether the parents have been informed of the detention
- whether suitable travel arrangements can be made by the parent for the student (parents cannot over-rule a detention on the grounds of inconvenience)

Suspension

A suspension is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days, but can be longer. This sanction is imposed as a result of a significant breach of the School's Behaviour Policy (see High-level Incidents). More information is available in the Suspension and Permanent Exclusion Policy. The decision to suspend a student can only be taken by the Headteacher or Deputy Headteacher in their absence. The number of days for a fixed term suspension will depend on the specific nature of the offence and the student's prior Behaviour Record during the academic year in question and during their time at the school.

Permanent Exclusion

A permanent exclusion can occur as a result of:

- a serious breach or persistent breaches of the School's Behaviour Policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The decision to permanently exclude a student can only be taken by the Headteacher or Deputy Headteacher in their absence.

Suspension/Permanent Exclusion Offences

Some of the misbehaviours that could result in suspension or potentially permanent exclusion include:

- swearing/aggressive arguing with a member of staff
- possession of banned or illegal items
- damage to school or property
- theft
- racist behaviour/abuse
- sexist behaviour/abuse
- gender based abuse
- homophobic abuse
- disablist abuse
- economic/elitist abuse
- sexual misconduct/harassment (see Section 11)



- verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site
- any other abuse covered by the Equality Act
- persistent refusal to comply
- bullying in all forms – especially persistent
- physical assault
- persistently disrupting lessons or the learning of others
- malicious accusations made by students against school staff or other students
- serious misuse of technology such as accessing pornography or online abuse
- using a mobile device to film on school grounds
- inappropriate use of technology and/or social media that targets other students, staff or that brings the school into disrepute.
- failure to improve behaviour despite all levels of previous intervention

After a suspension there must be a reintegration meeting with a designated Senior Staff member, parent/carer and student and any other relevant member of staff/external agency who can help support a successful transition back to the school. The student will also return to school on either YTL/YTD or SLT report depending on the number of suspensions (see Sanctions Hierarchy Table).

Suspensions are used sparingly but are a response to more serious incidents of unacceptable behaviour. The school will seek to work with parents in using such sanctions to modify unacceptable behaviour and will keep parents informed.

The school will also work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

Off-site Direction/Alternative Provision and Managed Moves

Where students are demonstrating persistent breaches of the School Behaviour Policy and thus on the pathway to permanent exclusion, the school may seek an off-site direction for the student to another school or to an Alternative Provision Provider for a period of normally six weeks. During this time the student will be on dual registration with NSB as the lead registration school.

If the school determines that a student should be sent to an Alternative Education Provider or alternative school as an off-site direction to improve and support their behaviour, then every attempt will be made to engage and consult parents in this decision. It is not necessary to gain parental approval for an off-site direction if the school feels that it is a decision in the best interests of the student. A placement will be sought which offers a broad and balanced curriculum aligning as closely as possible to the curriculum in mainstream lessons and which can be personalised to address specific needs individual students may have.

If a student attends Alternative Provision or another school, the placement will be subject to regular formal reviews by the Assistant Headteacher or Deputy Headteacher with responsibility for Behaviour, with the provider and parents/carers present. The length of time being specified at the off-site direction established according to the context of each individual case. There will be a review whether the off-site direction placement is having the desired impact on behaviour and achievement.

It may also be determined, in agreement with parents/carers and the admissions authority of the new school, that a managed move to another school would best support a student's behaviour. A managed move initiates a process which leads to the permanent transfer of a student to another school/academy. A managed move would only occur as part of a planned intervention after all other appropriate initial interventions have been exhausted including, where relevant, multi-agency support and any statutory assessments. Any managed move will be preceded by information sharing between



the original and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management assessment strategies. An effective integration strategy will also be planned with the new school. The school will follow all statutory duties of liaising with the Local Authority prior to any suggested managed move for a student with an EHCP.

8. Student Conduct Beyond the School Gate

The Law allows for schools to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable', where it is witnessed by staff or reported to the school. Incidents occurring off the school premises will be treated with equal weight to those occurring on the school site and sanctions given will be in accordance with the sanctions listed earlier in the Policy for Low-Level, Mid-Level and High-Level incidents. Staff may therefore discipline students for off-site misbehaviour, including:

- misbehaviour whilst involved in a school organised activity, trip or residential
- misbehaviour whilst wearing uniform/office dress or in some other way identifiable as a student at the school
- misbehaviour whilst travelling to or from the school
- misuse of electronic media or engaging in online bullying or harassment
- behaviour which poses a threat to another student or a member of the public
- behaviour which could result in repercussions to the orderly running of the school
- behaviour which could adversely affect the excellent reputation of the school

9. Reasonable Force

Reasonable force may be deemed necessary in particular situations. The school uses the recommendations set out by the Department for Education 'Use of Reasonable Force' guidance, (July 2013) which relates to the Education Acts of 1996, 2006 and 2011.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (see Searching Students Policy).

The Headteacher and staff that he/she authorises may also use force as is reasonable, given the circumstances when conducting search without consent for the banned items listed in Section 10.

10. Searching Students for Banned/Illegal Items

Following suspicion of a prohibited item being on the school site, staff may choose to search a student at the school. The search will be conducted by two members of staff who will be of the same gender as the student. At least one member of staff will be either a Year Team Leader/Year Team Director or a Senior Leader (depending on the gender of the student); the search will be completed in a room and the school will ensure the search is carried out in a discreet and sensitive manner.

The search will be completed following the recommendations set out in the Department for Education 'Searching, Screening and Confiscation' July 2022. For items that fall into the category of banned and illegal the school may request the Police or a Community Police Support Officer to be present.

The finding of a banned/illegal item will be deemed a High-level incident, please see High-level Incident section for potential sanctions and support intervention.



The following items are considered banned and must not be brought into the school. If found in the possession of a student, or suspected as being present on a student, or suspected of being supplied by a student, the sanction of suspension or permanent exclusion is likely to apply. The list below is not exhaustive:

- stolen items
- 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 student)
- alcohol
- tobacco, electronic cigarettes (vapes), items associated with smoking
- knives and weapons
- illegal drugs or items associated with drugs
- any pyrotechnic / fireworks
- pornographic images
- malicious software, files which could damage, circumvent or compromise school systems

Students are also not permitted to bring in any other item that is not deemed explicitly necessary for learning. This includes those banned on grounds of health and safety or illegality, electronic accessories and non-school clothing. These items will be confiscated and taken to the Head's Office and appropriate sanctions will be given in line with the Sanctions Policy.

11. Child-on-Child Abuse

Child-on-child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. The school strives to create a culture of safety, where children are free from harassment or abuse of any kind. The school takes a zero-tolerance approach to sexual violence and sexual harassment – it is never acceptable and it will not be tolerated.

We know that even if we do not receive any reports relating to child-on-child abuse, it does not mean that it is not happening. The school support and encourage anyone (especially our students) to come forward and to share any concerns about child-on-child abuse so that we can take action to keep all children safe.

All incidents of child-on-child abuse will be treated as a High-level Incident with associated sanctions (see High-level Incident sanctions section). Staff will challenge all inappropriate language and behaviour between students. The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff will seek to advocate strenuously for high standards of conduct between students and staff, through demonstrating and modelling manners, respect and dignified/professional relationships.

Where relevant, students who fall short of these behaviour expectations may be sanctioned (see High-level Incident section) whilst other investigations by the police and/or children's social care are ongoing.

All victims will be reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken for them to come forward. Abuse that has occurred online or outside of school will be treated as seriously as an abuse incident in school. Victims will be reassured that they are never creating a problem by reporting sexual violence or sexual harassment and a victim will never be made to feel ashamed for making a report or to feel that their experience is being minimised.



If a report of sexual abuse or harassment is proven to be deliberately invented or malicious, then the school will treat the incident as a High-Level incident with associated sanctions. The Designated Safeguarding Lead will be engaged with the outcome of such matters and will make referrals into support services as appropriate.

The school proactively supports the highest standards of conduct and respect between all groups of students and staff through its Code of Conduct, through specific modules within the Personal Development Programme, through bespoke gender equality days for all year groups, through bespoke sessions on anti-bullying during Personal Development Week, through the use of relevant external agencies in the PD programme and in the use of intervention support after a sanction has been applied as well as through explicit staff modelling of expected behaviour.

The school also provides an online reporting system for harassment of any kind with follow up triage with the victim where an incident has been reported.

12. Behaviour Incidents Online - Further Information

The school recognises that the way in which students relate to each other online can have a significant impact on the behaviour culture at the school with negative online interactions potentially leading to the school feeling like an unsafe place for some students. The school recognises that behaviour issues online can be difficult to manage given issues of anonymity and incidents can occur both on and off the school premises.

The school is clear that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the Child Protection Policy and speaking to the designated safeguarding lead (or Deputy) when an incident raises a safeguarding concern. In cases where the school suspects a student of criminal behaviour online, then the guidance for suspected criminal behaviour (outlined in the Sanctions section) will be followed.

When an online incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the Designated Safeguarding Lead as the most appropriate person to advise. The Safeguarding Lead will follow the principles as set out in the current KCSiE document.

The school will sanction students for offsite on-line behaviour which poses a threat or causes harm to another student and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

13. Staff Induction, Development and Support

As part of their induction process, all new NSB staff (regardless of when in the academic year they start) are provided with bespoke training on managing behaviour in accordance with the NSB Behaviour Policy and all staff (support and teaching) will receive annual updated training. These are detailed below.

Targeted Behaviour Management related training on INSET days including appropriate coverage of how specific SEND, disabilities or mental health needs may affect a student's behaviour and in the



effective use of Therapeutic Thinking techniques to support high-levels of student behaviour. Training will also be given to staff on how to successfully apply the SEND Ranges to maintain a consistently high-level of educational provision for students across the range of SEND needs.

Ongoing engagement with external experts such as Educational Psychologists, counsellors and Mental Health Support Teams to help best support students with Mental Health needs as well as ongoing support for the Whole School Mental Health Strategy.

Behaviour Training Programmes will also be supplemented with insights from media, rhetorical, and communications training. This will help staff minimise ambiguity in their communication with students and play a stronger, more proactive part as positive role models.

Updates by messages from SLT Pastoral Staff clarifying staff expectations.

Behaviour management also forms part of continuing professional development courses that NSB school runs on behalf of the Northamptonshire Teaching School Hub, including the ITT and ECF framework, and the NPQLBC– these courses are attended by colleagues from NSB and from schools across the county.

Staff may be given additional specific and bespoke Professional Development support for Behaviour Management at the Headteacher's discretion – for example following the school's QA Programme/disciplinary/competency procedures/processes.

All ECT staff will be given weekly support/mentoring in behaviour management as part of their ECT training package.

14. Student Transition

Inducting incoming students

The school will support all new incoming students (regardless of year group) to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture.

Year 6 into 7 and Year 11 into 12 Transition

There is a full transition programme which incorporates comprehensive coverage of the School's Behaviour Policy and the school's expectations for all students transitioning from Year 6 or Year 11. The school employs a Year 6 into 7 Transition Manager and a full programme of transition support, including a Meet the Form Tutor Evening, a Transition presentation, Cluster Group meetings for all students, a day in July in which orientation and meeting new friends occurs; a Transition Day at the beginning of September and, for more vulnerable students, a range of opportunities to come to the school and see aspects of school life with a 'new friend'.

All Year 12 students also receive a Transition Day at the beginning of September and an extensive Induction Programme bespoke to all new external students which runs in the first Term during which the students are taught and reminded of the key principles of the Behaviour Policy.

Preparing current students for transition to the next year group

To ensure a smooth transition to the next year, students have set transition programmes in Term 6 including assemblies, careers guidance, Personal Development and in some cases bespoke Inclusion Team or Pastoral support.



At the beginning of each academic year all year groups of students are reminded of the school's Behaviour Policy and expectations which is then reinforced throughout the year by the teaching of the school's Behaviour Curriculum and by relevant displays in all classrooms (see Behaviour Curriculum section) as well as by regular reminders in termly assemblies.

To ensure behaviour is continually monitored and the right support is in place, information related to particularly challenging student behaviour issues will be communicated to relevant staff at the start of the term or year.

15. Monitoring and Evaluating the Policy

The school will collect data on the following:

- effective use of the Rewards Policy, with a focus on the consistency of the use of Commendations as a Reward and the awarding of 'Outstanding Student Performance' certificates
- behavioural incidents, including removal from the classroom and the frequency of sanctions
- attendance, permanent exclusion and suspension data
- use of student support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- interviews and anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- at school level including against national figures for all schools and similar schools
- by age group
- by protected characteristic
- by individual members of staff

The school will seek to analyse the data to identify any potential factors contributing to patterns of misbehaviour, system problems or failure to provide appropriate support.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act (2010). If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to address and rectify it.

The School's Behaviour Policy will be regularly reviewed by the Student Leadership Team and the Student Voice. Parents will be invited to give feedback on the effectiveness of the Behaviour Policy through an annual parental survey and through face to face Parental Feedback groups.

Ultimately, the School retains the prerogative to make final Behaviour Policy decisions subject to its statutory requirements. However, informing these decisions through opportunities for systematic feedback ensures greater consistency and predictability between behavioural approaches taken at home versus in school, and greater buy-in from students. The School will also work with educational psychologists and educational consultancies to inform the updating of the Behaviour Policy.



Behaviour Policy - Quick View

'Respecting the Past...Securing the Future'

'To inspire and empower all students to meet their potential both in and out of the classroom'

Rewards		
Low-Level (LL) Examples	LL Reward	Description of Reward
<ul style="list-style-type: none"> expected good standards of work prosocial behaviour 	Verbal Praise Written Praise	Verbal/written praise given for prosocial behaviour and good class work but is not recorded on the Behaviour Platform
Formal Recognition (day to day formal recognition)	Formal Reward	Description of Reward
<ul style="list-style-type: none"> work quality behaviour and effort teamwork or leadership 	Merit awarded 1HP	Notably strong effort and attitude in a lesson or over several lessons Notably strong sustained attainment/progress against MAG academic targets Notably strong individual piece of work - at minimum MAG Notably strong leadership/ support/ teamwork/ conduct/ role modelling
<ul style="list-style-type: none"> work quality behaviour and effort teamwork or leadership 	Commendation awarded 3HP Communication home	Exceptional sustained effort and attitude over several lessons Exceptional sustained attainment/progress against MAG academic targets (work often at TAG) Exceptional individual piece of work above MAG (at minimum TAG) exemplary Leadership/support/teamwork/conduct/role modelling
<ul style="list-style-type: none"> Net Commendation Award 5 Students per Year Group Term 6 	Two Week Lunch Pass for Term 1	5 students in each Year with the highest Commendations at the end of the year will be able to go directly to the front of the lunch queue for the duration of the first two weeks of the following term 1
Additional Formal Recognition during the academic year	Formal Award / Recognition	Description of Reward
<ul style="list-style-type: none"> Outstanding Performance by Curriculum Team award Terms 2, 4 and 6 	Outstanding Performance Certificate & Letter Home (10 House Points) & Lunch Pass (2 weeks)	At the end of Term 2,4 & 6 Curriculum Teams nominate for Outstanding Performance. Behaviour, Attitude or academic or achievement in an extracurricular activity
<ul style="list-style-type: none"> High level of student achievement in or outside the classroom. 	Headteachers Bulletin Display Board Form Tutor or Assembly announcement Local Newspaper and social media	Accolade given following reports by staff to SLT and fed back within school communications
<ul style="list-style-type: none"> Award Ceremony Award 	Academic Award Arts Award	Accolades given during Academic Awards/Arts Awards/Personal Development Awards/Sports



<ul style="list-style-type: none"> Award Ceremony Named Award 	Personal Development Award Sports Award (10 House Points) Certificates and Bronze, Silver, Gold, Platinum badges Half Colours, Full Colours, International and Cup winning ties Monetary Prizes	Awards. These will be by year, team or subject but will also include named awards that result in a significant reward
<ul style="list-style-type: none"> Position of Responsibility 	Head Boy and Head Girl/Deputy Head Boy and Deputy Head Girl Student Leadership Team House Form Representative School Council Green Leader Race Ambassador Female Lead Committee LGBTQ Committee Peer Mentor House Leadership Team House Council House Seniors	To support the Student Voice and the running of the school the committee work and named roles are vital to a rounded school and these award and committees have named students on the various honour boards

Sanctions
Classroom Based Incidents – below sanctions
Examples of behaviours that are not formally sanctioned initially:
<p>The following examples of behaviour should typically sit below the tiered incidents that require formal use of explicit sanctions. Students must be reminded of the need to correct these behaviours, make better choices moving forwards and rectify the issue swiftly to avoid any disruption to learning and a positive climate. Such behaviours include, but are not limited to:</p> <ul style="list-style-type: none"> poor focus not lining up/entering/leaving appropriately not fully equipped minor uniform or appearance infringement poor quality of work for an element of the lesson low-level non-adherence to expected classroom routines

Classroom Based Incidents - sanctions		
Low-Level (LL) Examples	LL Sanction	Range of Support Interventions
<ul style="list-style-type: none"> low-level disruptive behaviour which negatively impacts on the learning of others persistent low-level non-compliance talking above the teacher/impolite behaviour below direct rudeness or insolence 	1 st incident in the lesson Verbal reminder of expectations. Not recorded on the Behaviour platform. REMIN 2 nd incident in the lesson Verbal warning. Not recorded on the Behaviour platform. WARN	1 st incident Refocus of student on work, discussion of expected positive outcomes. 2 nd Incident (following warning) Reframe of expected outcomes



<ul style="list-style-type: none"> homework not completed on a one-off occasion without good cause 	<p>3rd incident in the lesson Reseating student in the lesson. In-class MOVE Recorded on the Behaviour Platform as a Low-Level incident with a Curriculum based sanction as determined by the teacher e.g. 15 minutes break or lunch detention or community service activity in the curriculum A phone call or an email home must be made by the subject teacher</p> <p>4th incident in a lesson Automatically becomes a Mid-Level incident where removal of the student to the LL/CTL/Link SLT takes place (see REMOVE below)</p> <p>Where homework is not completed on a one-off basis without good cause, this is recorded on the Behaviour Platform as a Low-Level incident with a curriculum-based sanction as determined by the teacher – such as break detention/return for 15 minutes of lunch / community service activity in the curriculum / extra homework completed by the next morning</p>	<p>3rd incident Teacher discusses behaviour with the student outside of the classroom before moving the student to a different seat</p> <p>4th Incident (see Mid-Level support below)</p>
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Mid-Level (ML) examples	ML Sanction	Range of Support Interventions
<ul style="list-style-type: none"> direct rudeness or insolence to staff complete refusal to work REMOVE following a 4th Low-Level incident in a lesson persistent lateness (consecutive lessons or recurring lateness) to class without reasonable excuse persistent lack of homework (consecutive homework missed or recurring lack of homework) 	<p>For direct rudeness or insolence to staff or complete refusal to do work or for significant disruption to the lesson which reaches the REMOVE stage immediate removal of student to LL/CTL/Link SLT (where relevant)</p> <p>Persistent lateness or persistent lack of homework student remains in class <i>Persistent lateness / persistent lack of homework is re-set to</i></p>	<p>Teacher meeting with CTL and student before next lesson to re-frame expectations. At the meeting there should be consideration of the temporary removal of the student from the class into the LL's/CTL's classroom or if the LL/CTL are not available, the Link SLT's classroom/office for a set period until behaviour improves</p> <p>Inclusion Team/external agency/ mentoring support as relevant pending on overall behaviour record of the student. This could include a formal stage of the</p>



	<p><i>zero after a SLT detention has been issued</i></p> <p>For all Mid-Level incidents, the student is referred to SLT Lunchtime detention for that day or the next day</p> <p>Teacher records the incident on the Behaviour Platform as a Mid-Level Behaviour incident with a SLT detention</p> <p>A phone call or email home must be made by the subject teacher</p>	Therapeutic Plan approach at the discretion of the SENDCos in line with the SEND Ranges
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Out of class incident		
Low-Level (LL) Examples	LL Sanction	Range of Support Interventions
<ul style="list-style-type: none"> • running on the path • pushing in the queue • uniform infringement • minor unsettled behaviour • not clearing table appropriately • playing in a non-designated area for the year group 	<p>Verbal reminder</p> <p>Placing student at the back of the lunch queue if pushing in or if lining up with a uniform infringement</p> <p>Cleaning own table and other tables as directed</p> <p>Re-walk journey if caught running</p> <p>This level of incident is not recorded on the Behaviour Platform</p>	Positive verbal reminder of expectations
Mid-Level (ML) Examples	ML Sanction	Range of Support Interventions
<ul style="list-style-type: none"> • non-compliance or rudeness/insolence • persistent uniform infringement after initial warning • littering • unintentional dangerous behaviour • persistent failure to adhere to designated areas (continues after initial warning) • aggressive behaviour without physical harm • first incident of mobile phone/ear buds being confiscated 	<p>Student referred to SLT Lunchtime detention for that day or the next school day. The incident is recorded on the Behaviour Platform as a Mid-Level out of class behaviour incident.</p> <p>A phone call or email home must be made by the member of staff dealing with the incident.</p>	<p>SLT (running the detention) discussion with student to reframe expectations.</p> <p>Inclusion Team / external agency / mentoring support as relevant pending on overall behaviour record of the student. This could include a higher stage of the graduated Therapeutic Plan approach at the discretion of the SENDCos in line with the SEND Ranges.</p>

High-level individual incident in a lesson or between lessons		
High-level (HL) Examples	HL Sanction	Range of Support Interventions
<ul style="list-style-type: none"> • swearing at a member of staff • possession of banned items • damage to school/property • theft 	<p><i>Potential sanctions/interventions are wide ranging for a High-Level incident depending on the</i></p>	Restorative meeting with the victim(s)



<ul style="list-style-type: none"> • bullying • behaviour/abuse relating to any protected characteristic • economic/elitist abuse • sexual misconduct/harassment (see Section 11) • other abuse covered by the Equality Act • verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site • using a mobile device to film on school grounds • inappropriate use of technology/social media targeting others or that brings the school into disrepute or is used for malicious intent • physical assault on or off the school site • malicious accusations made by students against school staff • serious misuse of technology such as accessing pornography or online abuse • persistently across a prolonged period of time disrupting lessons or the learning of others • persistent failure across a prolonged period of time to improve behaviour • missing a SLT lunchtime detention without valid reason • second incident of mobile phone/ear buds confiscated 	<p><i>nature and context of the incident:</i></p> <p>SLT call out to the class or the scene of the incident.</p> <ul style="list-style-type: none"> • <i>the SLT member will then appraise the situation and take relevant action, including student removal if a High-Level incident has occurred. This sanction should only be used when all other strategies have been attempted or when behaviour is extreme.</i> • <i>all High-Level incidents are immediately appraised by the SLT member dealing with the incident who will then refer the incident to the DH / AH Pastoral and the relevant YTL / YTD for sanction / intervention determination. The DH / AH Pastoral must refer the incident to the HT if the incident is sufficiently serious to warrant a potential suspension or permanent exclusion.</i> • <i>any incident of Sexual misconduct or harassment must be referred immediately to the Headteacher for sanction/intervention determination.</i> <p>After School SLT Detention – Friday Evening 3.35-4.30pm — this is the automatic sanction for missing a SLT detention or having a phone / electronic device confiscated for a second time</p> <p>Direction to structured lunchtime or after school activities for a sustained period of time Extended Loss of Free Time at Break/Lunch</p> <p>Loss of Privileges e.g. attendance at a school trip/early entry to lunch</p>	<p>Counselling and mentoring/home visits</p> <p>Those removed from lessons will work under the direct supervision of a teacher or trained member of staff in a designated area.</p> <p>Inclusion Team/external agency/ mentoring support as relevant pending on overall behaviour record of the student. <i>This could include a formal stage of the Therapeutic Plan approach at the discretion of the SENDCOs in line with the SEND Ranges.</i></p> <p><i>If a classroom-based incident, the AH/DH Pastoral will meet with the relevant CTL and link SLT to determine how best to reintegrate the student into the classroom following a compulsory reintegration meeting with the teacher and CTL e.g. change of seat/teacher/wing half/phased return to lessons.</i></p> <p><i>All High-Level incidents must have an in-school parental meeting with the student present to reframe expectations. The member of staff attending this meeting will be either the YTL/YTD/AH Pastoral/DH Pastoral depending on the severity of the incident and the nature of the student's whole behaviour file.</i></p>
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	<ul style="list-style-type: none"> • <i>the calculation of a Net Commendation Score as set out in the Rewards Section will also be used at the Headteacher's discretion to determine whether it is appropriate to withdraw privileges for individual students</i> <p>YTL/YTD Daily uniform and/or equipment check Internal removal from lessons for a set period (no more than 3 days) Immediate referral to Form Tutor/YTL/YTD or SLT Behaviour Report Reallocation of class/wing-half Alternative Provision/Temporary Off-Site Direction Managed Move Local Committee Disciplinary Hearing External Suspension Permanent Exclusion <i>Suspensions/permanent exclusions can only be determined by the Headteacher or a Deputy Headteacher in their absence</i> <i>The SLT initially dealing with the incident must liaise with the DH/AH pastoral over the best person to contact the parent/carer and to record the incident on Behaviour Platform as a High-Level incident with the relevant sanction</i></p>	
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Where the Headteacher suspects criminal behaviour following a High-Level Incident (HL), the school will make an initial assessment as to whether an incident should be reported to the police. Initial assessments will be fully documented, and relevant evidence will be preserved wherever possible. If a decision is taken to report the incident to the police, the school will ensure that any further action taken by the school does not interfere with any police action taken. The school will, however, retain the discretion to continue investigations and to enforce its own sanctions if it is not in conflict with police action.

Persistent Low-level/Mid-level/High-level Behaviour Incidents including Reports

Key:
 Low-Level Incident = 1 Negative Point
 Mid-Level Incident = 2 Negative Points
 High-level Incident = 4 Negative Points

Form Tutor Behaviour (FT) Report
 An automatic Friday after school SLT Detention and Form Tutor Behaviour Report for 2 weeks which can be extended to 3 weeks at the discretion of the FT is triggered by the following over the course of 10 rolling weeks: 12 Negative Points from Low-level, Mid-level and/or High-level incidents (below suspension)

Year Team Leader/Director (YTL/YTD) Report



A YTL/YTD Behaviour Report for a minimum 2 weeks at the discretion of the YTL/YTD is triggered by any of the following over the course of 10 rolling weeks:

24 Negative Behaviour Points from Low-level, Mid-level and/or High-level Incidents (below suspension)
A single external suspension of any length
Failure to secure a satisfactory Form Tutor Report (at the YTL/YTD discretion)

SLT (Deputy Headteacher/Assistant Head Pastoral or Director of Sixth Form) Report

SLT Report to the DH/AH Pastoral or DoSF is triggered by any of the following over 10 rolling weeks:

36 Negative Points from Low-level, Mid-level and/or High-level incidents (below suspension)
2 or more external suspensions
Failure to secure a satisfactory YTL/YTD Report (at the AH/DH Pastoral or DoSF discretion)

Headteacher Report and Local Academy Disciplinary Hearing

Headteacher Report and a Board Disciplinary Hearing (Local Committee) attended by parents/carers and the student is triggered by the following:

- Student fails to secure a satisfactory SLT report
- The Headteacher determines that a student is at risk of permanent exclusion

Mobile Phones used anywhere in school before 3:35pm

The use of mobile phones, ear buds and headphones are banned for all students on the school premises bar:

- Under the direction of a member of SLT in assembly to enable students to complete an on-line Questionnaire as part of the school's QA processes

Mobile phones, ear buds and headphones used on the way to school must be turned off and put out of sight before entering the school premises. Mobile phones (not ear buds) may be turned on after school, once the student has left the school grounds. If a student is remaining on the school site after school to access a club or activity, they may (when they arrive at the activity) use their phone to contact home if required to arrange transport home.

Sanctions:

If a phone is seen for any reason outside of the exception above, it will be confiscated, taken to the Headteacher's Administration Office or Reception and returned at the end of the student's school day (student collection from the Reception). The incident is recorded on the school's behaviour platform as a Mid-level incident and the student will sit an automatic SLT Lunch detention (in line with the expected sanction for a Mid-level incident). Parents will receive notification through the online platform.

Sixth Form students who have had their phones confiscated for the day will not be allowed to have them back for lunch. Students should therefore not rely on using mobile phones to pay for lunch electronically outside of school.

If a phone is confiscated twice during the academic year, the incident will be recorded on the school's behaviour platform as a High-level incident and parents will be contacted by the Class Charts notifications system and the student will sit an automatic after school detention on a Friday.

If a phone is confiscated three times during the academic year, the student must hand their devices in at the beginning of every school day to their YTL/YTD this will be returned via Reception at the end of the day by student collection. This will be for a six-school week period beginning on the day following the second confiscation.

If a student forgets to hand their phone in to the YTL/YTD at the beginning of the school day, they will be banned from bringing a mobile phone, ear buds or headphones onto the school site for 12 weeks.