



ALL-THROUGH BEHAVIOUR POLICY 2025-26

NOTTINGHAM ACADEMY



Creating a Safe, Respectful, and Inspiring Learning Environment

OUR VISION & ETHOS

At Nottingham Academy, our behaviour policies are built on the belief that every pupil deserves a safe, nurturing, and respectful environment where they can excel academically and grow personally. Our core values—*Respect, Aspiration, and Pride* guide every interaction. We believe in setting high expectations, using clear routines, and fostering restorative practices that empower pupils to take responsibility for their actions and build strong, supportive relationships with peers, staff, and families.

PRIMARY

Behaviour Framework

- ✓ **Foundations for Lifelong Learning:**
In our primary setting, good behaviour is taught explicitly from the start. Our curriculum uses age-appropriate routines—from arrival to play, classroom, and dining behaviours—to ensure children understand what good behaviour looks like.
- ✓ **Clear Expectations & Positive Reinforcement:**
Emphasis is placed on explicit rules, structured routines, and immediate praise through rewards such as stickers, certificates, and class awards. Restorative strategies help children learn from mistakes in a supportive way.
- ✓ **Values in Action:**
Every day, our young learners are encouraged to demonstrate respect, aspiration, and pride—laying the foundation for confident, kind, and resilient individuals.

SECONDARY

Behaviour Framework

- ✓ **High Standards & Structured Routines:**
For older pupils, our secondary policy builds on these early lessons with a “warm but strict” approach. Clear, everyday expectations—such as punctuality, smart presentation, and active engagement—ensure a calm and productive environment.
- ✓ **Comprehensive Management & Accountability:**
Detailed procedures govern classroom routines, lesson transitions, and the application of rewards (e.g. golden tickets, house points) and sanctions. This consistency helps students understand that every action has consequences, fostering personal accountability and self-discipline.
- ✓ **Empowerment & Personal Growth:**
By encouraging independent decision-making and responsibility, our secondary framework not only maintains high academic standards but also prepares pupils for the challenges beyond school.

Shared Principles Across the Academy

- **Consistency & Partnership:**
Both policies are underpinned by clear routines, transparent consequences, and consistent expectations. Teachers, support staff, and parents work in close partnership to reinforce these standards.
- **Restorative & Supportive Approaches:**
Whether through immediate praise or reflective conversations following missteps, our approach always focuses on learning and growth rather than punishment.
- **A Unified Ethos:**
Together, our Primary and Secondary policies create a seamless behavioural framework that supports every child’s well-being, promotes respectful relationships, and maximises their potential in every learning context.

Nottingham Academy is committed to ensuring that every pupil—regardless of age—can thrive in an environment where high expectations, mutual respect, and continuous support pave the way for lifelong success.



Nottingham Academy

PRIMARY POLICY

Updated September 2025

1. Introduction

At Nottingham Academy we are committed to creating a learning environment where exemplary behaviour is at the heart of effective learning. Staff are dedicated to supporting children academically, socially, and emotionally and will provide clear and consistent boundaries for all children. We expect children to maintain high standards of behaviour, build respectful relationships with others and value their school environment.

2. Aims of the procedures and curriculum

Behaviour and wellbeing encompass all aspects of school life and the development of young people. The school's culture and environment must create an ethos and conditions which support positive behaviours for learning and successful relationships. Positive behaviour within a clear, supportive and consistent framework facilitates excellent learning in the formative primary years and lays the foundation for lifelong learning and mental health. We believe children should be taught explicitly what good behaviour looks like. We aim to do this through our behaviour curriculum.

We want children to develop in a safe, nurturing and friendly environment, in which they feel valued and build resilience and a positive attitude to lifelong learning. It is important that children are comfortable asking for support and not afraid of making mistakes. Children should complete the Primary stage of their education feeling safe, happy and valued, enriched with the academic and emotional skills required for their journey onward into young adulthood.

School leaders must demonstrate a commitment to the social and emotional wellbeing of all children and staff within a school. Developing strong, respectful relationships between school, learners and parents is a key contributing factor towards a productive school life. Adults in school should recognise the unique strengths, interests and areas for development of each individual child, and must be trained to understand and support children who may have particular behavioural difficulties arising from influences beyond the school.

3. School values

Our school values at Nottingham Academy intend to support the personal, social, and spiritual development of all pupils and underpin our learning behaviours. Our behaviour curriculum is designed to nurture these behaviours.




NOTTINGHAM ACADEMY VALUES:





1. RESPECT
2. ASPIRATION
3. PRIDE

4. Behaviour Curriculum Content

Our behaviour curriculum is initially taught across school during the first week of the autumn term, alongside the National Curriculum subjects. The behaviour curriculum will be revisited and reinforced throughout the year by **all** members of staff. In line with our 9 principles of teaching and learning, retrieval practice will be used within the behaviour curriculum as with all other areas of the curriculum. Staff can reinforce the behaviour curriculum in every interaction they have with pupils by acknowledging and praising expected behaviours, giving clear reminders on expectations and consequences and being clear and consistent in the use of sanctions.

Routines and Expectations for all at Nottingham Academy Primary

<p>Start of the day</p> 	<ul style="list-style-type: none"> • I will arrive to school on time. • When the whistle goes, I line up with my class, 1 person, 1 square. • I walk calmly and quietly to the classroom. • I put my coat and bag away and sit down quietly ready to start the day. • When I have sat down, I begin my daily dash task. • Once I have entered the classroom I do not leave again unless I have asked an adult.
<p>Classroom Behaviours</p> 	<ul style="list-style-type: none"> • During learning time, I use good listening which means I sit up straight, look at the speaker and pay attention. • I will expect that my teacher may ask me a question and I should do my best to answer. I know that it is ok if I am unsure of the answer, and it helps me learn to have a go. • I will use full sentences to share my ideas. • I will try my best in all lessons. • I will ask for help when I need it. • I know that it is ok to make mistakes, and they will help me learn. • When the teacher signals, I stop what I am doing and listen. • I will demonstrate good manners, saying 'please' and 'thank you' to adults and peers. • I should use a calm and quiet voice inside. • Know that I should not leave my seat during a lesson unless I have asked to do so. • It is my responsibility to keep my work area tidy and to look after classroom resources. • I should try to use the toilet during break and lunch time.
<p>Completing my work</p> 	<ul style="list-style-type: none"> • Know that I should always try to ensure my work is presented neatly. • Know that when I write a title, I must use a ruler to underline it. • Know that I should always start on the left of the page, next to the margin if there is one. • Know that in maths, I should use one digit per box. • Whenever I draw a line, I must use a ruler. • When I make a mistake, I should put 1 neat line through it, using a ruler. • I should always write neatly and clearly. • I can go onto the next page when I have finished. • I must keep the front of my books neat and tidy and will not draw on them.
<p>Playground behaviour</p>	<ul style="list-style-type: none"> • I will walk calmly and quietly to and from the playground. • I must play safely without hurting anyone. • I know that I must share and use equipment appropriately. • Know that if I have a problem, I must tell an adult straightaway. • Know that if I have a snack, I must put the rubbish in the bin. • Know that I must not go inside without permission from an adult on duty.

	<ul style="list-style-type: none"> • Know that on the first whistle I must stop and listen. • Know that on the second whistle I must put any equipment away and then walk carefully to line up. • Know that at the end of break time we line up, 1 person per square, quietly and calmly.
<p>Dinner hall behaviour</p> 	<ul style="list-style-type: none"> • I will walk calmly and quietly to and from the dinner hall. • Know that I should not leave my seat once I have sat down, unless directed by an adult. • If I have packed lunches, I will walk carefully to the trolley, collect my lunch and sit down in my class row. • If I have school dinners, I will sit down and wait until an adult directs the class to line up. • I will use my manners when getting my dinner saying 'please' and 'thank you'. • Once I have finished eating, I clear any rubbish from the table and either return my tray or my lunch bag and then sit down. • Know that I only line up when directed to by the adult. • I know that I must be respectful and listen to all adults during lunch time. • Know that I must not go inside without asking an adult first.
<p>Assembly Behaviour</p> 	<ul style="list-style-type: none"> • I understand that assembly is an important time for cohorts to meet together. • I will walk calmly and quietly to assembly, so I don't disturb learning around school. • I will sit in my class row quietly. • I will sit smartly and look at the speaker during assembly.
<p>End of day routine</p> 	<ul style="list-style-type: none"> • Know that, when directed by my teacher, I must collect my home time things and sit or stand quietly. • Know that I must leave my table tidy with my chair tucked in when I line up. • Know that I should walk through school calmly and quietly. • I must wait sensibly while the class are dismissed. • I must wait until an adult dismisses me so they know that I am safe.

5. Dealing with behaviour

At Nottingham Academy we aim for children to learn from their mistakes and where possible, employ a restorative approach to move forward. As a school we recognise that individual circumstances can have a significant impact on behaviour. The behaviour framework below details how behaviour will be addressed in a consistent and proportionate way and how, as pupils move through levels 1-5, it will involve more senior staff to reflect the severity or regularity of the behaviour. We recognise that some children may need reasonable adjustments or individual behaviour approaches, which will be developed by our pastoral team and teachers. Positive reinforcement is the starting point for dealing with behaviour.

Where pupils do not behave appropriately, we aim to respond promptly, predictably and with confidence following the behaviour procedures.

	Strategies	Examples
Positive reinforcements	<ul style="list-style-type: none"> We aim to 'catch' the children being good as we know this is an effective way to encourage the positive behaviour to continue. We aim to celebrate children embodying our school values and demonstrating expected behaviours as outlined in our behaviour curriculum. 	<ul style="list-style-type: none"> Stickers Explicit Verbal praise Certificates 'Star of the day' Special responsibilities Lunch time certificates Head teacher's awards Individual and class rewards.
Level 1 - low level classroom disruption	<ul style="list-style-type: none"> Use positive reinforcement strategies. Tactically ignore and seek out good behaviour nearby to praise. Give pupil the chance to make the right choice. 	Level 1 behaviour Low level disruption e.g. <i>Calling out in class, not working, disturbing others, defiance, inadvertent physical contact with another child.</i>
Level 2 - actioned in classroom (such as a warning or moved in the classroom.) This will be recorded on CPOMS by class teacher.	<ul style="list-style-type: none"> Use an appropriate volume of voice to directly remind child of expected behaviour e.g."please put your pen down", "please put all four legs of your chair on the floor". If it continues- GIVE WARNING 1. Try to 'catch' improvements in behaviour and praise them to move back to being positive. If behaviour continues- GIVE WARNING 2 - remind child of expectation. Explain the consequences if behaviour continues e.g. they will have to move/will be taken away/time out. Encourage them to make the right choice and try to catch improvements. If behaviour continues- GIVE WARNING 3 - follow through with consequences in the classroom- move seat /takeaway/time out/ missed playtime etc. . Explain that if the behaviour continues, they will be moved out of the classroom. 	Level 2 behaviour <i>A continuation/ escalation of low level disruption.</i>
Level 3 - Actioned by	<ul style="list-style-type: none"> If behaviour continues or escalates then child should be <u>moved out of the classroom.</u> The child will be asked to go 	<i>Persistence of low level disruption level 1 & 2 behaviour.</i> Level 3 behaviour

<p>class teacher, child to move to a different class and parents/ carers to be informed.</p> <p>This will be recorded on CPOMS by class teacher.</p>	<p>to a different class for some reflection time.</p>	<p>Inappropriate or abusive language e.g. swearing Inappropriate physical contact e.g. violent games, deliberately injuring others. Damage to property e.g. defacing school equipment, deliberately breaking or damaging school resources.</p>
<p>Level 4 - Involve wider school staff, such as pastoral team and SLT.</p> <p>This will be recorded on CPOMS by class teacher, with additional information from pastoral team or SLT.</p>	<ul style="list-style-type: none"> • If behaviour continues once child returns to the classroom the pastoral team and SLT will be informed. They will come and talk to the child at the earliest opportunity to outline expectations/ discuss issues surrounding behaviour. • Pastoral team or SLT will discuss next steps, such as whether an individual behaviour plan is necessary, or the child would benefit from pastoral support. • Pastoral team or SLT will make phone calls to parents to notify them of their involvement and discuss any issues at home that may be contributing to the behaviour. • Some behaviours may be so extreme that the pastoral team or SLT are informed immediately. 	<p>Escalation of level 1-3 behaviour.</p> <p>Level 4 behaviour Dangerous behaviour e.g. fighting, throwing objects, tipping over table</p>
<p>Level 5 - risk of exclusion, involve pastoral team and SLT.</p> <p>This will be recorded on CPOMS.</p>	<ul style="list-style-type: none"> • If poor behaviour persists or an incident is so extreme, the pupil becomes at risk of suspension or exclusion, SLT or pastoral team will explore other avenues to prevent exclusion. Other actions may include: <ul style="list-style-type: none"> -A managed move to an alternative school. - Exclusion within the academy. <p>However, in the most serious cases, suspension and/ or permanent exclusion may be necessary.</p>	<p>Could be a repeat behaviour of level 4.</p> <p>Level 5 behaviour Extreme behaviour e.g. racist abuse, use of weapons, severe damage to school property</p> <p>Peer on peer abuse</p>
<p>Some behaviours are considered to be very serious, and this may result in the incident being referred directly to a member of the Senior Leadership Team, Safeguarding Team or indeed to the Principal.</p>		

This may include:

- Drugs/ cigarettes/alcohol/offensive weapon related incidents.
- Physical aggression towards pupils and adults.
- Bringing the school into disrepute as a result of a serious incident outside of school.
- Significant damage to school property.
- Sexual Violence
- Sexual harassment
- Bullying

This list is not exhaustive but provides some examples.

6. Behaviour logs

All behaviours from Level 2 will be logged through CPOMS. The Pastoral Team analyse behaviours and trends on a weekly basis and explore restorative approaches to support children, staff and parents and carers.

The Senior Learning Mentor with responsibility for Behaviour, produces a weekly report and analyses of the logs, which is then reviewed and discussed by SLT on a weekly basis. Additional logs and analysis is completed to look at trends throughout each term and across an academic year. This information is considered and actions taken which may involve redeployment of staff, implementation of new strategies and referrals to external agencies.

We use the Routes to Inclusion framework to support a graduated approach.

7. Consequences

Consequences of poor behaviour will be age and stage appropriate. For poor learning behaviour, the teacher must consider whether the task set was inappropriate, leading to disruptive behaviour.

For behaviour at Level 1 and Level 2, the child may miss part of a play time to consider their actions. Missing a whole play time does not allow the child to reset and start the next lesson afresh. It is important to give children a break, even with low-level disruptive behaviour.

At Level 3, parents will be informed. This may have involved hurting other children or violence, or inappropriate language. The child should miss their playtime and/or lunchtime. Depending on the nature of the incident the child may still be given chance to have a break from the classroom, this may involve having 5 minutes with a learning mentor or other adult to talk or for a short run around on the playground before returning to the class.

At Level 4 and Level 5, depending on the nature of the behaviour, the child may spend part of or all their day or week with a member of SLT. They will be provided with work by the class teacher and the child will have a separate playtime which will be organised by the supervising staff. At this stage, removal to a different class may be considered. At this stage, SLT need to consider whether it is appropriate or safe for the child to attend off-site visits, residential trip or represent school teams.

Following any consequence, children will be encouraged to reflect on their behaviour and to identify better choices that can be made. The focus for these conversations is to encourage the pupil to take responsibility for their actions, to understand the need for a consequence, and to look forward to how a repeat of the situation can be avoided.

Suspension and exclusion will always be a last resort. Where a suspension is issued, a re-integration meeting will take place to review the incident which led to the suspension, to revisit the strategies and measures already in place to support the pupil and make amendments to these if they are deemed not effective at this stage and to discuss any new strategies that may be used which would support the pupil going forward. Minutes of the re-integration plan are taken and a copy given to parents, signed by both parents and member of SLT. These minutes will be uploaded to CPOMS and appropriate staff members informed of any changes.

8. Positive Behaviour Reinforcements

At Nottingham Academy we believe that positive reinforcement is the most powerful way to promote good behaviour and ensure that it will continue, we aim to turn challenging behaviour around by 'catching' children being good. We consistently recognise, praise, and reward positive behaviour to motivate and maintain good learning behaviours. There are opportunities for pupils to gain rewards for themselves and for their team. These include:

	Classroom	Lunch time
EYFS and KS1	<ul style="list-style-type: none"> • Each teacher has a class mascot. Child is chosen at the end of each day to take home the class mascot suitcase and books (linked to promote reading for pleasure) • Weekly celebration assembly with certificates and SLT sticker. • Termly Head teacher awards • From year 1 up - Individual reward cards - once a child has earned 40 ticks or smiley faces, they have their name read out in assembly and select a prize. • Whole class team reward - earn 30 tokens and have a whole class prize e.g. extra break time, golden time Friday afternoon etc. 	<ul style="list-style-type: none"> • Lunch time certificates for behaviour in the dinner hall. • Classes can earn points together for expected behaviours to earn a class certificate.
KS2	<ul style="list-style-type: none"> • Class teacher selects a star of the day each day and child receives a postcard. • Weekly celebration assembly with certificates and SLT sticker. • Termly Head teacher awards • Individual reward cards - once a child has earned 40 ticks or smiley faces, they have their name read out in assembly and select a prize. • Whole class team reward - earn 30 tokens and have a whole class prize e.g. extra break time, golden time Friday afternoon etc. 	<ul style="list-style-type: none"> • Lunch time certificates for behaviour in the dinner hall. • Classes can earn points together for expected behaviours to earn a class certificate and Friday play on the MUGA.

General rewards	<ul style="list-style-type: none"> • Explicit verbal praise- given to reward the child displaying the behaviour but also encourage other's around them to repeat this behaviour. • Written praise- in books or notes home. • Pastoral team/SLT phone calls home or certificates. • SLT stickers • Stars for transition and movement around school. • Special responsibilities earned through good behaviour.
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9. Roles and responsibilities

All staff	<ul style="list-style-type: none"> • Use routines to explicitly teach and reinforce the behaviours expected of all pupils. • Ensure the behaviour curriculum is explicitly taught and revisited through routines, expectations and retrieval practice. • Proactively develop positive relationships with all pupils. • Maintain the school behaviour policy and uphold the school values. • Create and deliver inspiring, engaging lessons and learning environments which promote risk taking, independence, and not being afraid of making mistakes. • Model respectful and positive behaviour with all children, all of the time. • Be aware of the children within school who may have unique needs/ behaviour plans and therefore may need reasonable adjustments and careful interaction. • Show respect to pupils by giving them reason for our rules and giving positive instructions and explicit praise for good behaviour. • Engage with professional development about behaviour and relationships. • Always use appropriate body language and tone in all interactions with pupils. • Be a good role model to children by showing kindness, respect and modelling hard working attitudes. • Value pupil voice and ensure children always feel listened to. • Follow the steps outlined in the levels of behaviour to deal with behaviour consistently across school. • To recognise and reward academic and non-academic achievements. • To recognise the contributions made by lunchtime staff and ensure they are appropriately trained so that they can support our school values and model play and positive behaviour. • Develop positive relationships with parents to ensure strong home- school partnerships.
Parents	<ul style="list-style-type: none"> • Ensure children attend school punctually and regularly with personal needs met (having had breakfast, suitable clothes etc.) and adequate school equipment/ kit. • Engage and communicate in an appropriate manner with staff around children's progress, attainment, behaviour and wellbeing. • Inform school of reasons children are absent from school. • Support staff in trying to modify any inappropriate behaviour.

	<ul style="list-style-type: none"> • Take an interest in children’s learning by supporting with homework, listening to reading and attending parents’ evenings and celebration events.
Children	<ul style="list-style-type: none"> • To show kindness and respect to others • Be determined to improve and achieve. • Show care and respect for their environment. • Maintain good behaviour so that everyone can learn in school.

10. Classroom Learning Behaviour

Adults will be proactive in managing behaviour in their class or classes. All adults model calm and respectful behaviour towards children. Within the classroom there will be a shared agreement between staff and pupils outlining expectations. There will be an age-appropriate visual timetable prominently displayed so that children know what to expect during the day.

We will work with children on developing skills of cooperation within the classroom, sharing equipment, working together to complete a project and general collaboration skills. Adults at Nottingham Academy recognise that these are the key *soft skills* that will be essential in their future.

There will **never** be whole class sanctions, but children can work as a ‘team’ to earn points towards their class reward. Teachers must be constantly reflective on their practice and why things might not go as planned when dealing with behaviour.

11. Playtime/ Lunchtime Behaviour

Lunchtime and playtimes are different to the classroom; however we still expect children to follow the key principles above.

To ensure that playtimes and lunchtimes run smoothly, all staff:-

- Will escort their class to the appropriate play areas or dinner hall.
- Will be punctual and not leave their class unattended when another member of the team might be delayed.
- Join in with games where appropriate e.g. lead skipping games, referee a football match, supervise play equipment.

SLT and the Pastoral team will ensure that Midday Supervisors have training in behaviour management, conflict resolution and are aware of key children who may display more challenging behaviour.

In the dining hall, we expect the children to continue to follow the key principles. Children will have adequate time to eat and interact with others. We expect and will train the children to take plates, dishes, knives, forks and waste to the appropriate place.

12. Mobile Phones

The Academy discourages the bringing of mobile phones into school, however, we understand that some parents want their children to carry a mobile phone with them if they are walking to and from school unaccompanied by an adult. In these circumstances, it is expected that the pupil on entering their classroom, will hand their phone into the Class Teacher who will store it in a safe (and possible locked) place within the classroom. This will be returned to the child at the end of the day.

13. Outside School - travelling to and from the premises and collecting children from school

In response to all non-criminal poor behaviour and bullying which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly using the behaviour framework for consistency. This may include when the pupil is:

- Taking part in any school- organised or school related activities
- Travelling to or from school
- Wearing the school uniform
- Is identifiable as a pupil from the school

Negative behaviour that has repercussions for the orderly running of the school, poses a threat to another child or member of the public or could have an adverse effect on the reputation of the school will be dealt with according to the behaviour framework.

14. Handling pupils

On very rare occasions we may have to physically handle children either to keep them from hurting themselves or hurting others. If this happens, the handling log is completed, and parents contacted. If children need to be handled regularly, it will form part of their alternative behaviour provision and a risk assessment will be completed and shared with other adults in school and the parents.

15. Bullying

At Nottingham Academy, we treat allegations of bullying extremely seriously. If proven to be true, bullying can be escalated straight to Level 4, where SLT will work with the children and contact the parents of those involved.

The DFE defines bullying as-

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

Different types of bullying include emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying.

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social-networking sites, messaging apps or gaming sites,

Prejudicial or Discriminatory Language	Comments based on prejudice of protected characteristics such as race, gender, religion.
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At Nottingham Academy we use the *motto* 'No, Go, Tell'. This is deliberately simple, where we discuss and teach children that bullying is unacceptable. We ask the children to report any incidents that have happened to either themselves or if they have witnessed bullying in any form.

Categories of bullying will be discussed with the children during core-value time at an age-appropriate level and also as required if incidents occur.

Bullying will be recorded through CPOMS and will be monitored by SLT, safeguarding and the pastoral teams.

16. Cyber bullying

Children at Nottingham Academy Primary are **not** old enough to hold accounts on Facebook, WhatsApp, Snapchat, Instagram, Twitter, TikTok amongst others.

We recognise that many children can access these accounts because of poor age verification systems with the different companies. Many parents may struggle to understand or keep track of their child's online activity. Whilst many children use these sites responsibly, it can be a medium whereby children think that they cannot be checked on. Our behaviour policy still applies for incidents that occur between children and/or adults online.

17. Pupil Transition

In addition to the existing transition arrangements between year groups, we recognise that in a large 3-19 Academy, transition between year groups can create stress, uncertainty, and fear for some children, particularly for those who may struggle with change. For this group of children additional transitional days and events will take place to reassure them about the next stage of their education. This particularly applies to Y6 to Y7.

We work closely with our secondary transition team to ensure the smooth handover of information and other visits are conducted, to reassure and excite the children who are moving school.

18. SEND and Safeguarding

All staff have annual safeguarding training and understand some children's behaviour may indicate that they have or may continue to experience significant harm or abuse. Staff will follow the safeguarding policy in recording concerns or disclosures and informing the safeguarding team.

We recognise that some continuous disruptive behaviour may be due to unmet educational needs or trauma. We understand that our behaviour strategies may not be effective for all children and for those reasonable adjustments should be made. Staff will follow the SEND processes, recording behaviour using CPOMS and completing concern forms to notify SENDCo. Some children may require an individual behaviour plan and SENDCo, along with the pastoral team, will direct staff to the Routes to Inclusion framework. Risk assessments will be written for children displaying extreme behaviours. We will consider multiagency referral where necessary. Teachers will amend and adapt their practice to ensure their provision will support the needs of these children.

19. Pupil support

We recognise that for some pupils their behaviour may be caused by a range of emotional factors, including stress, anxiety and low self-esteem. At Nottingham Academy we are committed to understanding the root of challenging behaviour and identifying the triggers so that we can proactively prevent challenging behaviour from occurring in school. We aim to support children and keep them within their 'window of tolerance' by teaching strategies for self-regulation.

Mental break	Physical break	Spiritual break- yoga, relaxation techniques.	Positive self- talk	Grounding activities
<i>Reading corner Chat to a Learning Mentor Draw a picture Colouring in</i>	<i>Go for a walk Kick a football around Show your work to your last teacher Get a drink of water</i>	<i>Class yoga Juggling Play your ukulele Meditate</i>	<i>Star of the Day - say something kind about another member of the class.</i>	<i>Deep breathing Slow counting or counting games</i>

Some children may need additional support to develop their personal, social and emotional well-being. These children will be identified by their class teacher for additional support, through pastoral referrals, which may take the form of:

- Counselling sessions
- Nurture groups
- Intervention groups which encourage social interaction skills e.g. circle of friends, musical interaction group.
- Breakfast groups
- Mentoring
- ELSA support
- Lunch time groups

20. Staff Training

Working in school with large groups of children can cause anxiety and stress for teachers and other adults. It is the responsibility of SLT to ensure that teachers are adequately supported in their dealings with children, parents and other professionals. This will include ensuring all staff have training and are supported in their interactions with children, especially those who have their own behaviour plans, de-escalation plans and risk assessments.

Training may be provided by outside providers, for example the Autism Team, or may be dealt with internally by the SENDCo or other professionals. Likewise, staff are encouraged to speak to SLT if they are experiencing difficulties.

21. Complaints

An individual wishing to make a complaint regarding the school's actions in dealing with incidents of inappropriate behaviour should discuss this with Mrs French, Headteacher, in the first instance. If the issue is not resolved then a formal complaint may be made, following the complaints procedure as set out in the Greenwood Academy Trust complaints policy.

22. Review of policy/procedures

This policy will be reviewed annually, and amendments made ready for the new academic year. In reviewing the policy, feedback will be sought from all stakeholders, including pupils, which will inform any decisions made. The effectiveness of the behaviour procedures forms part of the Academy's routine monitoring and evaluation cycle, which includes gaining the views and opinions of pupils relating to behaviour.

Related Policies

- Positive Handling and Use of Restraint Policy
- Attendance Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Home School Agreement
- Staff Code of Conduct
- Online Safeguarding Policy and Acceptable Use Agreements



Nottingham Academy

SECONDARY POLICY

Policy Owner: Jessie Elbaz

Author: Julie Bigwood, Senior Deputy Principal. Nicky Dyer, Deputy Principal

Date of Last Review: July 2025

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Rationale

This policy sets out the Academy's approach to promoting positive behaviour for learning. It supports our core purpose: **To provide a framework that ensures our Core Values (Respect, Aspiration, Pride) and Everyday Expectations are embedded within our daily practice and routines.**

The policy outlines the behaviour that we expect from all of our students and the sanctions that will be consistently enforced if this policy is not adhered to.

Policy Aims

The aims of the policy are:

- To create a safe, inclusive, and calm environment where all staff, students, parents and visitors are able to thrive free from any harassment or bullying.
- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- To ensure all students develop excellent learning habits (through our Everyday Expectations) that they need to be successful in school and life.
- To create an environment in which students are empowered and able to accept responsibility for their own actions.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To ensure students can learn, develop knowledge and understanding and find a love for their subjects.
- To develop strong partnership with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties.

The Nottingham Academy will ensure the school has a safe, calm and productive environment, where staff and students feel supported, and their work is valued. Rich opportunities add huge value to the educational experience of every child at Nottingham Academy and this is mirrored by the pastoral care provided. We understand how important it is for students to build character and resilience, to learn about themselves and develop their view of self, including discovering talents and becoming active citizens. We will work tirelessly to ensure that students seek out the best possible future for themselves and achieve it.

Equally, we appreciate how important it is for students to learn and take seriously their academic studies. This must be at the heart of what we do. Creating a climate where every child, especially our most vulnerable, achieve their full potential in their academic studies, the Academy must have effective discipline, consistent practices and high expectations for all.

The Law

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all Nottingham Academy staff with responsibility for students. The Academy must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The Greenwood Academies Trust has a duty under section 175 of the Education Act 2002 to make arrangements to

ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This document is written in conjunction with the Greenwood Academies Trust Pupil Behaviour and Exclusions Policy which can be found [HERE](#).

Principles of the policy

This behaviour policy is written and should be read in line with the Academy's policies for:

- Quality of Education
- SEND
- Equality Objectives
- Anti-Bullying
- Safeguarding
- Attendance

[Nottingham Secondary Academy - Policies](#)

Roles and Responsibilities

At Nottingham Academy we expect exceptional behaviour and conduct. We expect students to adhere to and follow our Everyday Expectations, we expect parent/carers to support the Academy in making sure their child meets Academy expectations and we expect a consistent approach to behaviour management from all members of staff.

Promoting high expectations of behaviour around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example.

Parents:

Commit to their child following the Nottingham Academy Behaviour Procedures at all times

- Ensure their child meets Academy expectations, including the wearing of correct Academy uniform
- Support the school in maintaining high standards and expectations
- Work in partnership with the school to encourage exceptional behaviour
- Work in partnership with the school to establish improved patterns of behaviour when required
- Be polite and respectful towards all members of the Academy community

Students:

- **Attend** school every day, on time
- Always wear their uniform correctly and with pride, displaying a **smart and sharp** approach
- Arrive to school ready to learn with their **full-table service**. Full table service comprises of a **suitable school bag** with **pencil case** that contains **1 black pen, 1 green pen, pencil, ruler** and **rubber**
- Be polite and kind to students and staff, demonstrating our **respect values** at all times
- Arrive to lessons **on time**
- Give **100%** effort in everything they do
- Take **pride** in their work
- Follow instructions **first time every time**
- Be in the **right place at the right time** doing the right thing
- Take every **opportunity** to achieve House points

Tutors:

See also **Appendix 8: Tutor Time Priorities**

Tutors play a key role in the life of the students at the school. The tutor should be the first port of call for every student at the Academy and the person who knows them the best. Tutors should:

- Establish **positive relationships** with their Tutees, positively meet and greet at the door: half in/half out of corridor; ensure the students filter into the room in single file and quietly
- Have a seating plan on the board, displaying the class behaviour, ready for any conversations needed, following up any individual concerns separately
- Recognise and **reward** success by awarding bonus 'Basics Check' House Points each morning
- Complete register accurately
- Check all pupils are smart and sharp and have a full table service
- Be aware of current and future PSHE content to be delivered

- Model and promote the Academy's '**Everyday Expectations**'
- Uphold Academy **standards** and **expectations**
- **Regularly and rapidly communicate** and work in partnership with parents/carers to support their tutees attendance/punctuality and behaviour. For e.g. phone calls home, letters home and parent/carer meetings
- Monitor student **attendance** through weekly meetings with absent pupils and regular communication with home. The Nottingham Academy attendance team works closely with Heads of Year and the tutor team to ensure that pupils are rewarded for attending school and showing continued improvement. Our approach is one of supporting families, rather than working against them.

SLT links are assigned to each year group and, working collaboratively with the relevant HOY, carry out daily quality assurance of tutor time activities and standards. The focus of the daily quality assurance is to ensure all pupils are attentive and focused on the aims of the session. Throughout the week, pupils will have attendance discussions, reading activities, access to PSHE curriculum and House recognition.

Classroom Teachers

In every lesson, it is an expectation that teachers will log 3 golden tickets to their class. During morning tutor time a log of 'Tutor Basics Check' must be awarded. To accurately inform the rewards process, all teaching staff are encouraged to also log 'Caught Being Great' awards when pupils are praised for positively contributing to the lesson in some way.

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. This is directly linked to Teachers' Standards -part one section 7 [Teachers' Standards guidance](#) . At Nottingham Academy there is a standard that we expect all teachers to aspire to maintaining, where all staff consistently embed routines and practices to support a more conducive learning environment, and, ultimately the progress of our students.

Non-Teaching Staff

The role of non-teaching staff is central to the life and work of students in the Academy. Non-teaching staff should:

- Demonstrate consistently and actively promote '*The 6 Everyday Expectations*'
- Demonstrate consistently and actively encourage students to be polite using STEPS
- Non-teaching staff should model high expectations of behaviour.
- Uphold Academy standards and Expectations
- Recognise and reward success
- All non-teaching staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms
- Follow up all poor behaviour incidents with the relevant Heads of Year, Key Stage Leaders or SLT

Nottingham Academy Leaders (TLR Holders at all levels)

The Executive Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders

as well as Curriculum Leaders, Heads of Year and Deputy Heads of Year should always have a high-profile presence around the school and be out on the corridors actively ensuring students are responsibly and promptly making their way to their lessons, break or lunch. All leaders will be on the corridors at the start of the day, every lesson changeover, break time (when on duty), lunchtime (when on duty) and end of school day. Regular **NAC Quality Mark 5 walks** are carried out every lesson by leaders to ensure lessons are not being disrupted and students have access to quality first teaching across the Academy. Leaders are expected to lead by example when arriving at line up points and support year teams where necessary.

All leaders in the Academy have a responsibility for maintaining expectations which inspire, motivate and challenge students and colleagues. Leaders do this by focusing on consistent 'everyday' practice. It is an expectation that all TLR holders actively monitor behaviour and progress in their areas.

All Nottingham Academy Leaders understand that consistent application of these procedures will lead to improved behaviour. Where behaviour is not good, leading to underachievement, Nottingham Academy Leaders should consistently apply these procedures to swiftly intervene.

NAC Quality Mark 5s

QM5 - Entry and Exit to lessons

1. Teachers will be promptly at the class door or line up to positively greet students ensuring they are 'Smart and Sharp' and ready for learning.
2. Teachers ensure that students enter the room promptly and sensibly into their correct seat in accordance with the annotated seating plan.
3. Lesson should begin immediately with an engaging and relevant 'Do Now' activity that is to be completed while students enter the room. The register must be completed whilst students are completing the 'Do Now' activity (*within 10 minutes*). If a pupil is not present but has a mark from a previous lesson, then an emergency alert must be logged on Arbor.
4. At the end of the lesson, teachers ensure students tidy up their work area, stand silently behind their desks and check students are 'Smart and Sharp' before they exit the classroom.
5. The class teacher will stand in the doorway to dismiss the class in a calm and orderly manner ensuring students are following the one-way system.

QM5 - Classroom Management

1. Students are expected to follow the core value of respect towards one another by listening to others and not talking over another student or when the teacher is talking.
2. Teachers use a countdown system **3-2-1**, for example: **3** (*finish conversation*), **2** (*pens down/stop activity*), **1** (*eyes on me*) to gain silence and attention. By **0**, there should be absolute silence and all students are tracking the teacher.
3. Teachers ensure students stay focused throughout the whole lesson using an early graduated four step approach in an initial response to low level disruption which is in line with the Academy's Behaviour Policy. For example: *verbal warning; name(s) on board for negatives; move seat; removal*.
4. Teachers motivate, acknowledge and praise student effort by consistently applying rewards in line with the Academy's Behaviour Policy, for example: positive names on the board if students are 'Caught being Great' which will generate 10, 20 or 30 'House points'; 3 electronic 'golden tickets' awarded per lesson, each worth 50 'House points'.
5. To remove a student who is displaying poor behaviour despite the graduated approach and thus impacting on the learning of others, teachers use Arbor to request 'on call' by pressing 'Emergency Alert' then *pausing* to add the *type* of behaviour. Teacher always follows up with the logging of the detail which triggers a detention for the following day as a sanction as well as a deduction of House points. .

QM5 - Teaching and Learning

1. All lessons are delivered using the designated Department PPT template (*where applicable*) and relevant teaching resources to ensure consistency in presentation.
2. Student data must be utilised to create an annotated seating plan so that lessons can be adapted effectively to meet the needs of all learners. The seating plan has been signed off for effectiveness by the Curriculum Leader or Teaching and Learning Leader.

3. Teachers clearly communicate the 'Bigger Picture' explaining what students are learning, why it is important and how it connects to previous and future learning – alongside the lesson objective, success criteria (*including relevant grade descriptors*) and extension activities.
4. The 7 Guiding Principles are understood and consistently applied to ensure all planning, resourcing and lesson delivery is effectively meeting the needs of all learners.
5. Teachers effectively implement AfL strategies throughout the lesson to monitor understanding, provide timely feedback and adjust teaching accordingly.

QM5 - Learning Environment Expectations

1. Classroom furniture is in good condition (*chairs and blinds are not broken, desks and tables are clean and graffiti free*). The classroom is free from rubbish and clutter.
2. There should be an organised system for storing textbooks, equipment and exercise books.
3. Classroom displays are subject specific, tidy and relevant without providing cognitive overload.
4. Classrooms which are used as a tutor base have a visible tutor board which displays attendance, year group announcements and house point updates.
5. All official Academy posters must be displayed. This includes:
 - 5.1 Everyday Expectations
 - 5.2 NAC Uniform Standard
 - 5.3 NAC STOP
 - 5.4 STEPs posters
 - 5.5 The 7 Guiding Principles of Teaching and Learning
 - 5.6 Safeguarding Poster
 - 5.7 Fire Evacuation Plan

QM5 - Tutor Time

1. Seating plan in place to support positive behaviour for learning.
2. Tutors will be promptly at the class door or line up to positively greet students ensuring they are 'Smart and Sharp' and ready for the day ahead. Students are dismissed in a calm manner and check students are 'Smart and Sharp' before they exit the classroom.
3. Register taken before 8:45; if students are late, number of minutes should be entered on Arbor.
4. Year Team tutor time schedule programme to be followed and the session is delivered like a lesson, with resources on the board, circulating and promoting engagement.
5. Planner, uniform and equipment checks. Tutor time basics check House Points to be added, punctuality and attendance streaks to be added to planner. On a Monday, Tutor citizen stamps given to pupils who have 100% punctuality, attendance and 0 negative logs for the previous week.

Staff Induction and Training

Our aim as an academy is to provide a disruption free learning environment. To achieve this, all staff have regular and comprehensive training on how best to support our students and to meet their needs, whilst also maintaining our high standards and expectations. Staff are provided with regular training on managing behaviour, including training on:

- Use of Arbor (MIS) to support classroom management strategies
- The needs of the pupils at this school
- Reasonable adjustments for SEND
- Mental health needs and the impact on behaviour
- Deliberate practice of routines and social norms/systems
- Termly twilight and booster sessions for staff within the academy
- De-escalation techniques

Behaviour management will also form part of the continuing professional development including a weekly staff bulletin, regular staff briefing and a full induction package.

Pupil Transition

The academy will support pupils to meet the behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Pupils will be reminded of the standards and expectations around behaviour by:

- Targeted Behaviour Reboots during tutor time (supported by the Personal Development Curriculum)
- Half termly Reboot assemblies for all cohorts led by SLT Link
- Termly Reset assemblies led by the Executive, Senior and Deputy Principals
- Modelled social norms and system video clips
- Deliberate practice of lesson routines and social norms

Everyday Expectations

The Nottingham Academy is built around our **Core Values of Respect, Aspiration, and Pride) and Everyday Expectations**. Teachers and students **work together** to get the best out of each other and support each other to be the **best version of themselves**.

We have high expectations and accept no excuses. We believe every student has the right to have access to a high-quality educational experience that enables them to be successful. As a result, the Academy has a zero-tolerance approach to disrupting learning.

Our **'warm but strict'** approach to behaviour management means we do not choose between being either the warm teacher, with strong relationships with students and their families, high regard for the emotional well-being of their students and a kind demeanour, or the strict teacher who has high standards of discipline, who demands the best efforts from their students with firm boundaries and a consistent approach. **We are both at the very same time.** Teachers at Nottingham Academy **care enough to challenge** because we want the best for our students.

At Nottingham Academy, we work hard, and we are kind to one another.

We explicitly teach our students how to be polite using **STEPS**:

S.T.E.P.S

1. Saying **'Sir'** or **'Miss'** - every time
2. Saying **'Thank you'** - every time
3. Saying **'Excuse me'** - every time
4. Saying **'Please'** - every time
- 5. Smile** - every time we greet a person inside or outside of school



Sir or Miss

Students always refer to teachers as Sir or Miss. It's a sign of respect. It's polite. Students never forget to say Sir or Miss at the end of their sentences. All teachers will treat all students with respect and be extremely polite. All students will always treat all teachers with respect and be extremely polite.

Thank You

Within the Academy all members of the school community hold doors open for one another. Students let people pass in front of them, they don't barge past, and they politely let people pass. If somebody drops something, students help them pick it up, they pass books along carefully, efficiently and politely. Students queue for lunch politely and efficiently, in a single file and they have their eyes facing the front. These are all signs of mutual respect.

Excuse Me

Students never push past or interrupt people. If they want to get past, they say "Excuse me" politely. Then they wait patiently if necessary. Similarly, if they want to talk to somebody, a teacher for example, they say, "Excuse me sir/miss. Do you have a minute? Could you help me with something?" Students don't

take others for granted. They are polite. They are especially polite and respectful in corridors, on the stairs and when queuing. When queuing, students remain in single file, eyes front. They don't talk. They do what they have to do smoothly and efficiently. They are polite to students in lessons, students they don't know, and to all members of staff. That includes office, catering and cleaning staff. There are no exceptions.

Please

Students and teachers show gratitude every day and in every interaction they have. We say Sir/Miss, Thank you, Excuse me and Please naturally.

Smile

At Nottingham Academy we always smile. Students and staff are polite and welcoming. When students greet somebody, they smile, when a teacher says hello in the corridor students reply with a "Hello Miss!" or "Morning Sir!" and smile. We are professional. When students go for interviews, whether that's for college, for university, an apprenticeship or for jobs, people are immediately impressed by their good eye contact, the way they smile and the way they articulate themselves.

Everyday Expectations - Nottingham Academy 6 Everyday Expectations

The Nottingham Academy provide a framework to ensure our **Core Values** (Respect, Aspiration and Pride) and **Everyday Expectations** are embedded within our daily practice and routines.

Our **6 Everyday Expectations** are:

1. ***In School On Time***
2. ***Smart and Sharp***
3. ***Full Table Service***
4. ***Respect the School Environment***
5. ***First Time Every Time***
6. ***Being in the right Place, at the right time and doing the right thing***

From the very **first day** students start their **learning journey** at the Academy, they are expected to pick up and keep our **6 Everyday Expectations** which we believe every student has the ability to demonstrate. In doing so, each student will **thrive** at the Academy and will have the **knowledge, skills** and **understanding** they need to be **successful** at college, university, apprenticeships and in the professional world of work.

Whilst sometimes this may be challenging, **we expect our students to live by Everyday Expectations 100% of the time.** If they do this, their **hard work** will be **recognised**. However, if any of the Everyday Expectations are **not met**, a **sanction** will be issued. Every time a teacher issues a student with a warning, detention or time in the Behaviour Reflection Centre, they are reminding students of the behaviours we expect to see and the behaviour we will not accept. A sanction allows the student to take the necessary next steps to ensure they improve their behaviour by making the right choices to avoid making the same mistake again. Good practice is that **we build relationships** with students is by having a teacher-led restorative conversation, however, it is not compulsory and would not prevent a student from returning to their lesson. When a student enters the classroom after they have **served their sanction**, they are welcomed back into the classroom and it is a **clean slate**.

All members of staff are expected to actively promote and model the Nottingham Academy '**6 Everyday Expectations**':

<p>Everyday Expectation 1: In school On Time Students who wish to succeed always attend school and are on time.</p>	<ul style="list-style-type: none"> • Students will attend school every day (unless absent due to a diagnosed medical condition and absence is supported by GP). • Students will strive to achieve at least 97% attendance but aim to achieve 100% • Students will arrive at the academy no later than their designated year group start time every day. • Students will arrive to school and their line up on time. • Students will arrive to all their lessons on time every day. • Teachers will take the register within the first 10 minutes of every lesson. • Any absence will be followed up with a same day text and phone call. • <u>Anything less than 97% attendance is not good enough</u> and the academy would expect this only to be the case for students with serious medical issues. If students are ill, then parents / carers must contact the academy on the morning of each day of absence. • Any planned absence should be requested using the Academy's leave of absence process. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances. • Meetings will be arranged with families and students who have attendance and or punctuality of less than 97%. <p>Punctuality to school</p> <ul style="list-style-type: none"> • If students are late to school without a valid reason, they will be issued with a same day 30-minute lunch detention. Where a student is regularly late, contact will be arranged with families to address the concerns.
<p>Everyday Expectation 2: Smart and Sharp Students who wish to succeed wear a smart and sharp uniform.</p> <p><i>Refer to the academy uniform policy or website for explicit guidance on what we consider to be 'Smart and Sharp Uniform'.</i></p>	<ul style="list-style-type: none"> • Students will arrive to school on time, wearing the correct uniform, in the correct way, every day. • Year teams & SLT (Student Care Team) will check students' uniform every morning at the student entrance and during line ups. • Student Care Team will make sure any missing uniform items are addressed and uniform has been corrected by taking the student to the uniform shop and logging the item borrowed on the sheet. • Students will make sure their uniform is worn Smart and Sharp for the duration of the school day. • Students that do not return borrowed items of uniform will incur the cost of a replacement item. • We encourage parents to communicate with the Academy if there are any issues with uniform. <p>No hoodies, jumpers, denim, cropped or tracksuit jackets are allowed to be worn inside and around the Academy. Coats can be worn inside the building but must be removed at the start of each lesson as part of the beginning of lesson routines.</p> <p>If students breach any one part of our uniform code, they will either be given some temporary uniform to wear, sent home to</p>

	<p>change, or will be isolated in the Academy's Behaviour Reflection Centre until their uniform meets our policy and expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly. Further details around specific uniform expectations can be found on the Academy website or in</p> <p>Appendix 2 Nottingham Secondary Academy - Uniform</p>
<p>Everyday Expectation 3: Full Table Service Students who wish to succeed always bring the right equipment to the academy every day.</p>	<ul style="list-style-type: none"> • Students will arrive to school every day with a suitable bag and pencil case that contains 2 x black pens, 1 x green pen, pencil, ruler and rubber • Student Care Team and tutors will ensure students are ready to learn by carrying out equipment checks during tutor time • If any student forgets their Full Table Service, a fully equipped pencil case can be borrowed first time. A second or further time and a phone call home will be made, and a sanction put in place • If students want to buy any missing equipment before lessons begin, then they can from their Heads of Year or the Uniform Store <p>Items not permitted in the Academy are:</p> <ul style="list-style-type: none"> • Chewing gum, Fizzy and or energy drinks • Any non-uniform items • Any item that is potentially dangerous or suspicious will be confiscated and will only be returned to parents at the end of each academy term. • Mobile phones are not allowed to be used, seen or heard in the Academy. However, if parents/carers want their child to bring a phone to school for safety reasons, they must be switched off and kept in their bags until the end of day (we cannot accept any responsibility for lost or stolen possessions). • If a member of staff sees or hears a mobile phone/headphones/smartwatch, it will be confiscated immediately. If parents/students need to contact each other they can do so by either phoning the Academy or using the Academy phone to contact home. • Students that hand their phone over immediately will receive no sanction. Students who refuse to hand their mobile phone to a member of staff will be isolated in the Behaviour Reflection Centre. This is classed as 'persistent refusal to follow instructions.' If a pupil eventually hands their phone over then they are allowed into lessons and will serve a detention at lunch time on the following day.

<p>Everyday Expectation 4: RESPECT the School Environment</p>	<ul style="list-style-type: none"> • Throw litter in a bin - in the canteen, on the field, in the courtyard • Clear away trays, plates, cutlery and rubbish after eating • Eat in the canteen sat at a table - not eating outside • Keeping our space clean and hygienic • One person in a toilet at a time • Do not stand on toilet seats • Do not eat chewing gum • Do not draw or write on walls, doors, tables or any other furniture • Do not touch or pull at posters or wall displays • Do not hit or kick walls, doors or furniture • Sit on chairs and benches only - do not sit on tables or stand on benches • Do not pull or damage plants or trees • Causing damage in any way to the fabric of the building, the furniture or school site including toilet locks and ceiling tiles, could lead to a 3 day suspension plus a requirement to pay for damages • Report damage, graffiti and spillages • Recycle paper and plastic where possible • Pick up litter • Tidy your own work space and keep the classroom generally tidy, clean and organised • RESPECT and encourage others to RESPECT the school environment
<p>Everyday Expectation 5: First Time Every Time We know that students who wish to succeed do not answer back and trust that teachers' instructions are to help them be successful.</p>	<ul style="list-style-type: none"> • Teachers will give students clear instructions. • All students will follow instructions first time every time. • Students will trust staff and never question an adult's decision anywhere in the Academy. • If students fail to follow instructions first time every time, they will receive a warning and could be removed from lessons/break time or lunchtime and placed in isolation for a fixed period of time. • If a student behaves in a way that places themselves or others at risk, they may receive a fixed term suspension. In some circumstances, students may receive a fixed term suspension for displaying persistent poor behaviour. • If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students should approach the adult to discuss the situation. We expect students to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Tutor, Deputy Head of Year, Head of Year in the first instance.

Everyday Expectation 6: Right Place, Right Time Doing the Right Thing.

Students who wish to succeed are always in the right place at the right time doing the right thing in every lesson and behave in a purposeful manner outside of lessons.

- Teachers will greet students at the door
- Students will arrive to all lessons on time every day with the right equipment
- Teachers will have a 'Do Now' task ready for students to complete
- Students will complete their 'Do Now' task in silence, unless directed otherwise
- Students will complete all tasks set in lessons to the best of their ability
- Students will sit up, listen carefully, ask and answer questions, never interrupt and track the teacher - in every lesson every day
- Students will follow instructions first time every time
- Students need to follow the one way system when moving around the Academy unless accompanied by an adult
- Students will remain in silence when asked to line up and dismissed.
- During lesson changeover, teachers will move students along corridors creating a sense of urgency between lessons and to continue the controlled exit from their lesson and entry of students into the next lesson
- Students will behave in a sensible, responsible and respectful manner when in the playground during breaktime and lunch time.
- Students will remain seated in the Dining Hall when eating their lunch. They will return their tray and put all rubbish in the bin.
- Students will demonstrate STEPS in and around the Academy and when addressing visitors.
- Students are expected to show calm and sensible behaviour on the stairs and along corridors.
- All students will respond immediately and be silent by the time the teacher counts down to one.

Failure by a student to respond immediately to a verbal warning may lead to students being removed. Students may also receive a period of time in the Internal Behaviour Reflection Centre or be suspended for persistent poor behaviour.

Outside of school

When students are wearing their Academy uniform, they are representing the school. This includes walking to and from school. If students display unacceptable behaviour outside the Academy, such as fighting, anti-social noise/behaviour or disrupting and/or being unkind to members of the public, **they will be sanctioned based upon the severity on the incident.**

Reasonable Adjustments for SEND students

We pride ourselves on being an inclusive school and therefore although we expect all students to live by our 6 Everyday Expectations, we realise that students with SEND may need reasonable adjustments and additional time given to adjust, in order for the academy to meet their needs. In addition to this, all staff will use individual Pupil Profiles (APDRs) available in Arbor which include SEND Data e.g. reading age, SEND area of need, strategies to support individualised SEND area of need and EHCP targets to ensure SEND specific strategies are implemented. This is referred to as Reasonable Adjustments (SEN CoP 2015) and pupils are empowered to use their Pupil Profiles as a gateway for inclusion in the classroom and to enable access the curriculum, learn and make progress. For access to the SEND Code of Practice please [Click Here](#).

Responding to misbehaviour from pupils with SEND

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis in collaboration with the SENDCo. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will ensure reasonable adjustments are considered when enforcing the behaviour policy. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include:

- Use of SEND Support button on Arbor
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as SEMH and Autism
- Use of separation spaces (regulation room) or Sensory Room, where pupils can regulate their emotions during a moment of sensory overload
- Bespoke provision for SEND pupils isolated

Adapting Sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction and bespoke intervention needs to be applied.

The use of student passes

- Students who have been granted the use of a pass are allowed to travel in the building unsupervised but must have their pass and lanyard on their person at all times. These will need be visible from a distance.
- Staff to follow this protocol:
 - **Teacher decides if a student can take their time out**
 - **Teachers MUST request to see any pass and onus is on the student to produce the pass**
 - **Log on Arbor when used**

The Beginning and End of Lesson Routines

At the beginning of every lesson teachers should:

Greet Students

- Teacher says: "Good morning/Good afternoon" and smiles
- Teacher checks that all students are wearing smart and sharp uniform when entering the classroom
- Students take out their Full Table Service, equipment and books
- Be aware of any pupil that is unsettled on entry and not ready to learn
- In these cases please alert the on call team via the 'emergency support' button on Arbor

Complete Do Now Activity

- An appropriate starter activity should be on the board or handed to pupils as they enter the classroom. This should be done in silence

Register students and conduct an equipment check when 'Do Now' tasks are being completed

- Take the register on Arbor within the first 10 minutes and click save
- All staff to carry out a head count too
- Check all students have the correct Full Table Service

At the end of every lesson:

Packing Away Time

- Five minutes before the end of the lesson, start ensuring all desks/working areas are clear of worksheets, resources and rubbish prior to leaving the classroom. This includes those desks used by staff members
- Golden Tickets to be awarded

Getting students ready to exit the lesson

- Ask students to pack away their belongings and ensure they are all sat back down in their seats.
- Ask students to remain in silence and stand behind their chairs
- Before exiting, instruct pupils to stand behind their chairs and conduct a final classroom check (ensure the classroom is left as you'd expect to find it)
- Check all students are wearing smart and sharp uniform
- Dismiss students table by table ensuring the rest of the students remain in silence. Ensuring students exit the lesson in a calm and orderly manner
- The teacher should be the last person to leave the room, ensuring classroom doors are locked after use.

Toilet Requests

Students can of course, use the toilets. However, students should avoid going to the toilet during lessons. Students are expected to use the toilets before lessons and at break/lunch times. If students need the toilet during a lesson the teacher will request on call using Arbor. Students with toilet pass lanyards may go to the toilet without the need for supervision. The exception is where a PE lesson is outdoors – in this instance, on call would need to be requested to escort the student to the toilet and back.

Sixth Form Beginning and End of Lesson Routines

At the beginning of every lesson:

Greet Students

- Teacher says: “Good morning/Good afternoon” and smiles
- Students to follow STEPS
- Students walk into lessons in an orderly manner
- Lanyard and ID badge to be checked and worn around their necks
- Make sure students are appropriately dressed and following the Sixth Form dress code
- Sit in the seating plan set by the teacher
- Mobile phone/headphones in bags unless teacher is using them for lesson purposes

Do Now Activity

- Retrieval task or an appropriate starter activity should be on the board

Register Students

- Take the register on Arbor within the first 10 minutes and click save
- All staff to carry out a head count too

At the end of every lesson:

Packing Away time

- Five minutes before the end of the lesson, start ensuring all desks/working areas are clear of worksheets, resources and rubbish prior to leaving the classroom
- 3 x Golden tickets handed out and recorded on Arbor
- House Points awarded via Caught Being Great options on Arbor

Getting students ready to exit the lesson

- Students stand up and tuck their chairs under the table
- Lanyards and ID badges to be checked and worn around their necks
- Ensure mobile phones/headphones are in bags
- Ensure students exit the lesson in a calm and orderly manner
- The teacher should be the last person to leave the room, ensuring classroom doors are locked after use

Recognition and Rewards

Recognising the **achievements of students** is of **great importance** and we are **committed** to **acknowledging** and **rewarding students** for developing good learning habits. We want students to be motivated by the intrinsic value of achievement. This means, we want students to be **motivated** to achieve their **full potential** because they want to **be successful**. It is our expectation that all students meet and strive to exceed our standards. In doing so, students will be **recognised for their achievements**.

The Academy also recognises the achievements of students through:

Verbal Recognition and Praise

Around the Academy and in lessons, staff members use descriptive praise to signal to students that they are meeting Everyday Expectations. Descriptive verbal praise will be specific rather than general, keeping the positive behaviour in focus where teachers will praise improvement, perseverance and engagement with a task reminding students that these attributes are valuable.

Teachers also contact home regularly; this is an opportunity to provide parents/carers with praise about their child. During celebration events, staff and students have the opportunity to praise and celebrate each other for exhibiting the Academy core values of respecting themselves, respecting each other and respecting their community.

The table below highlights the reward system used at Nottingham Academy:

Ongoing Recognition and Rewards	Positive behaviour = House points towards House Events, Half-Termly awards and The House Cup Token Store. All staff are given 2 tokens per week. Pupils can redeem their token at the lunch time rewards store. Staff can award their token to any pupil the deem deserving of the prize.
In Lesson Recognition and Rewards	3 Electronic Golden Tickets per lesson Tutor Time Basics Check for all pupils with smart and sharp uniform and full table service Public recognition on the whiteboard Caught Being Great House Points
Weekly Recognition and Rewards	Principal's Campus Pupil of the Week Golden Ticket prize draws for jump queue and food item vouchers Star of the Week House Champions/Form Champions Punctuality and Attendance form competitions 2 full weeks Punctuality and Attendance Streak raffle draw for £10 vouchers
Half-Termly Recognition and Rewards	Tutor and Year Awards House Awards NAC Citizen and Attendance Awards 100% attendance Executive Principal Party

Termly Recognition and Rewards	Tutor and Year Awards House Awards and Party for House Champions NAC Citizen Awards - 3 x £50 awards for each year group. Nominated by year teams and selected by the Executive Principal Mega Golden Ticket Prize Draws Attendance Awards
Yearly Recognition and Rewards	Formal Awards Ceremony for years 7-10 and 12 in July House Champion

House System

At Nottingham Academy we are proud of our pupils and their accomplishments. Our House system underpins every success our pupils achieve. All pupils are divided into 5 Houses, chosen by our staff and pupil body. The Houses chosen represent all that is amazing about our pupils and further information about each House can be found in **Appendix 6**.

Throughout the year there are multiple events, the current plans for 2025-26 can be seen here:

Picture	Dates	Event	Form Time Assembly Competitions	
HT1	Week 1	WC 01/09/25	Young Ideas: Mascot Competition	
	Week 2	WC 08/09/25	Chess Competition	
	Week 3	WC 15/09/25	£10 Enterprise Challenge Launch	
	Week 4	WC 22/09/25	Maths Competition	
	Week 5	WC 29/09/25	Dodgeball	
	Week 6	WC 06/10/25	Dodgeball	Staff Baby Photograph Quiz
	Week 7	WC 13/10/25	Black History Month - Door Dressing	
OCTOBER HALF TERM				
HT2	Week 1	WC 03/11/25	Young Ideas	
	Week 2	WC 10/11/25	English Competition	
	Week 3	WC 17/11/25	Football (All Years Mon-Thurs)	
	Week 4	WC 24/11/25	Football (All Years Mon-Thurs; Final Fri)	
	Week 5	WC 01/12/25	Quiz of the Year – Preparation and reading material	
	Week 6	WC 08/12/25	SHOWCASE EVENT: NAC's Got Talent	2025 Quiz of the Year
	Week 7	WC 15/12/25	Christmas Door Dressing Competition	

CHRISTMAS				
HT3	Week 1	WC 05/01/26	Young Ideas	
	Week 2	WC 12/01/26	Tower Building	
	Week 3	WC 19/01/26	Science Competition	
	Week 4	WC 26/01/26	Table Tennis Competition	
	Week 5	WC 02/02/26	Table Tennis Competition (Final Fri)	Spelling Bee
	Week 6	WC 09/02/26	Love to Read Challenge (Library)	
FEB HALF TERM				
HT4	Week 1	WC 23/02/26	Young Ideas	
	Week 2	WC 02/03/26	World Book Day Competition	
	Week 3	WC 09/03/26	Basketball Free Throw Competition	
	Week 4	WC 16/03/26	Basketball Free Throw Competition	Staff QI quiz
	Week 5	WC 23/03/26	EBACC Competition	
EASTER				
HT5	Week 1	WC 13/04/26	Young Ideas	
	Week 2	WC 20/04/26	Badminton (Girls)	
	Week 3	WC 27/04/26	Badminton (Boys)	
	Week 4	WC	Badminton (Mixed)	

	4	04/05/26		
	Week 5	WC 11/05/26	National Numeracy Day Relay	Music Quiz
	Week 6	WC 18/05/26	Tic Tac Toe	
MAY HALF TERM				
HT6	Week 1	WC 01/06/26	Young Ideas	
	Week 2	WC 08/06/26	FIFA Competition	
	Week 3	WC 15/06/26	FIFA Competition	
	Week 4	WC 22/06/26	Football (All Years Mon-Thurs;	
	Week 5	WC 29/06/26	Football (All Years Mon-Thurs; Final Fri)	
	Week 6	WC 06/07/26	SHOWCASE EVENT: Sports Days	
	Week 7	WC 13/07/26	Culture Day Door Dressing Competition	A Question of Sport
	Week 8	WC 20/07/26	End of Year Quiz	

Disruption Free Learning

We will not have learning disrupted and the futures or knowledge of others disrupted. Learning is at the heart of everything we do. We are committed to ensuring that our students gain the knowledge, skills and understanding to succeed and ensure they are highly employable and ready to lead happy and successful lives. To achieve this, all students are expected to demonstrate our '6 Everyday Expectations' 100% of the time. If a student is more than 20 minutes late to lesson 1 without a genuine reason, they will be placed in our Remove Room until period 2 so as to not disturb a lesson.

At Nottingham Academy, we have a **staged** consequence process for managing disruptive behaviour in the classroom:

<p>Stage 1 Prompt</p> <p>A prompt should be non-verbal where possible to show the student that you are aware of their disruption or lack of focus.</p>	
<p>Stage 2 Verbal Warning</p> <p>A verbal warning will be issued and recorded on the whiteboard with the student initials.</p> <p>All teachers will then use the following behaviour management techniques to re-engage the student with their learning prior to removing them from the lesson:</p> <ol style="list-style-type: none"> 1) Adapt content to suit if required 2) Use SEND Support button on Arbor if applicable 3) Have a discrete 1:1 conversation with the student to unpick the issue and de-escalate the situation 4) Student will be asked to move seats if appropriate 	<p>Students who display any of the behaviours below during a lesson will be issued with a warning:</p> <ul style="list-style-type: none"> • Calling out when not asked to • Making inappropriate noise • Out of chair without permission • Ignoring or arguing with your teacher • Interrupting whilst someone is talking • Not listening to others (staff or students) • Using inappropriate remarks or language • Inappropriate comments • Inappropriate gestures • Chewing gum • Distracting others • Mocking or teasing other students • Lack of work • Throwing objects
<p>Stage 3 Remove</p> <p>Removal of the student from the classroom. 'Remove Required' is to be used when:</p> <p>A student has failed to correct behaviour following a Verbal Warning, 1:1 conversation and moving of seats.</p>	<p>Students who have failed to correct their behaviour after a prompt, verbal warning (name written on the board), will then be removed from the lesson. They will receive 10 negative points (This is not a definitive list):</p> <ul style="list-style-type: none"> • Teacher will use 'on call' using Arbor • Teachers will provide the name of student, location and outline of the reason for removal • The on-call member of staff will calmly and quickly enter your classroom, quietly ask the student to

<p><i>Note: Teachers may use the 'No Remove Required' button if the remove is to take place in the last 10 minutes or they would like the pupil to remain in the classroom. If 'No Remove Required' is used, a pupil will receive a 30-minute detention at lunch the following day..</i></p> <p>The remove is recorded on the whiteboard next to the original verbal warning record.</p>	<p>follow them and leave</p> <ul style="list-style-type: none"> • The adult will always respond calmly and speak quietly • Students will be removed from the lesson and placed in the Remove Room • In the Remove Room students will sit in silence and reflect on the behaviour that resulted in a removal • Parents/carers will be notified of the removal via Arbor • Students will receive a 30-minute lunchtime detention <p>If students refuse to leave the lesson or refuses to follow instructions, then this would immediately escalate to time in the Behaviour Reflection Centre or a Fixed Term Suspension.</p>
<p>All students receive a fresh start in their next lesson and are positively welcomed</p>	
<p>Multiple Removes</p>	<p>If a student is removed more than once in any given day, pastoral teams are expected to intervene and decide on the following options for each case:</p> <ol style="list-style-type: none"> 1. Remain in circulation and attend other lessons, receiving a sanction that does not impact on lesson time 2. Placed in the Behaviour Reflection Centre for the remainder of the day (if multiple removes in the morning and unsettled) 3. Placed in the Behaviour Reflection Centre the following day 4. Isolated with a member of the student care team 5. Isolated at a separate campus

Students who fail to demonstrate the Academy's 6 Everyday Expectations will gain negative points as follows:

Late to school 8.45-9.00am	10 negative points and same day lunch detention
Severe late to school, after 9.00am	20 negative points same day lunch detention and following day break detention
Late to lesson	10 negative points (next day 30-minute lunch detention)
Removal from lesson	10 negative points (next day 30-minute lunch detention)
Immediate sanction (unstructured times, corridor behaviour)	10 negative points for every individual sanction issued (next day 30-minute lunch detention)
Internal Truancy	10 negative points (placed in remove room/BRC and next day 30-minute lunch detention)
Red Line Behaviours	30 negative points Internal isolation in the BRC or Fixed Term Suspension or 90-minute SLT detention. The sanction will be appropriate to the behaviour

Academy Consequences & Sanctions

When using sanctions, Academy procedures include:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- A breach of the rules must lead to the appropriate sanction and should be used by all staff - **consistency is vital**
- The sanction must be proportionate and appropriate
- Always offering a positive intervention to correct the behaviour e.g. Reflection time or restorative conversations
- Students must be provided with a fresh start at the next possible opportunity
- Care with tone and volume of voice

Where a student displays persistent poor behaviour, we will look to work with the student and their families to put support in place in the form of a behaviour profile, pupil profile or APDR (SEND pupils) to create individualised strategies to help that student get back on track. All members of staff at Nottingham Academy will positively encourage and support students on support plans to achieve their targets.

Sanctions that may be used:

- Lunchtime detentions
- 90-minute SLT detention on Friday afternoon
- Loss of lunch / break times with students supervised for these periods of time
- Not be allowed to attend extra-curricular clubs
- Not be allowed to attend curriculum or reward trips
- Remove IT rights (e.g. email and internet academy access)
- Confiscate item/s
- Not allowing students to attend recognition events
- Reports. Subject specific or aspect of behaviour, attitude to learning and progress
- Discussion with parents gaining their support e.g. with compliance
- Removal from group to another class - temporarily or permanent
- Use of behaviour profile, pupil profile or APDR (SEND pupils) to secure aims for improved behaviour from students and parents
- Governor Disciplinary Committees are used to signpost to a student and parent/carer that they are approaching permanent exclusion

- Respite placements to other schools
- Alternative provision may be considered under some circumstances
- Supported transfers to another school
- Internal isolation, fixed term suspensions and permanent exclusions

Detentions

Lunchtime detentions are given when students fail to meet Academy expectations set out in this policy. Lunchtime detentions are centralised and are led by senior members of staff and the Student Care team. Students are informed of their detentions during tutor time and period 4 teachers have access to daily information. For pupils that have an accumulation of negative points, there is also a Friday, 90-minute detention with members of the Senior Leadership Team. The aim of this detention is to provide an opportunity for pupils to reflect and correct at a time and location different to the Behaviour Reflection Centre.

Students will receive a same day lunchtime detention for anything related to punctuality and lateness to school before 9am. Students that are repeatedly late in the week will be assigned to a 90-minute SLT detention. When a pupil arrives after 9.00am, they are given a break and lunchtime detention.

Non-attendance at detentions:

When a pupil misses a detention, they are logged for a 90-minute SLT detention on a Friday. If there are repeated incidents, then a pupil will be placed in our Behaviour Reflection Centre for a period of time. If there are ever any occurrences of refusal to attend when collected, then a pupil is immediately placed in the BRC for persistent refusal to follow instructions.

Refusal to attend the Behaviour Reflection Centre will lead to a fixed term suspension.

The Remove Room

Students will be placed in the Remove Room as a consequence of being removed from a lesson. Students who arrive without there being an on-call will be collected by a member of SLT on duty. **This will be treated as internal truancy as students have left the lesson without permission.**

Before entering 'Remove Room', on call staff will inform students of expectations in the provision:

- To be silent
- To follow all instructions

On entry, the on-call member of staff will seat the pupil as required and complete the remove room log. Details of the incident will be checked on Arbor and parent/carer informed via the Arbor App. Supervising staff are to alert on call staff of any issues regarding conduct in the Remove Room provision.

Our 'Red Line' Approach

At Nottingham Academy we have adopted the 'red line' approach to signal to students that a member of staff has a serious concern about their behaviour and to give them an opportunity to self-regulate before an incident escalates into something more serious.

A 'red line' may be given when:

Red Line Behaviour
Failure to attend immediate sanction
Refusal to follow instructions
Negatively challenging a member of staff or student
Bullying*
Sexual Harassment/sexual violence
Homophobic or Transphobic comments
Racism
Dangerous behaviour-including bringing into the academy dangerous items/weapons and or illegal items.
Buying or selling of any items in the Academy
Physical assault/fighting
Vandalism
Threatening behaviour to staff or students
Severe disruption to learning
Risk to health and safety
Internal Truancy
Vaping/smoking inside or outside the Academy

When the 'red line' has been crossed, the student care or on call team should be called to take the student out of the situation. The student will then spend time in the Academy's Behaviour Reflection Centre and the sanction will be appropriate to the behaviour. Students' families will be contacted, and a meeting will be arranged with parents/carers to resolve the situation with a member of the Student Care Team or Senior Leadership Team.

All 'red line' behaviours are reviewed by year teams at the end of each day and any follow up sanctions are communicated to relevant stakeholders.

Anti-Bullying Policy

Our 'Red-line' approach detailed above references bullying. All pupils at Nottingham Academy are entitled to learn in a safe and supportive environment. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to disclose any issue and know that incidents will be dealt with promptly and effectively. We are a telling school, meaning that anyone who knows that bullying is happening is expected to report it.

Bullying at Nottingham Academy is everyone's problem. All Academy staff, pupils, parents and carers should be aware that bullying exists and share a commitment to combat it to make Nottingham Academy a happier place for everyone. The responsibility for achieving the desired environment is not only the responsibility of the Principal and Trustees, but the responsibility of all members of all Academy staff. Everyone has a duty of care to observe, monitor and report any behaviour, conversation, or action which they suspect.

For the purpose of our 'Anti-Bullying Policy', bullying is defined as:

- 'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally'.
- Common forms of bullying can be:
- Emotional Being unfriendly, excluding or tormenting
- Physical Pushing, kicking, hitting, punching or any use of violence
- Sexual Unwanted physical contact, sexually abusive or homophobic comments
- Homophobic Actions focusing on the issue of sexuality
- Racist Racial taunts, graffiti or gestures
- Verbal Sarcasm, spreading rumours or teasing
- Cyber Social media abuse, mobile phone misuse, threats by text messaging or abusive calls through associated technology

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or make comments because they are upset. When occasional problems of this kind arise, it is not always classed as bullying. It is an important part of a student's development to learn how to deal with friendship breakdowns, occasional name calling or immature pranks. We all must learn to deal with these situations and develop social skills to repair relationships.

Further information about bullying and our Anti-bullying Policy can be found here: [Nottingham Secondary Academy - Policies](#)

Our Internal Behaviour Reflection Centre (BRC)

Any behaviours or actions which are deemed to cross the 'red line' - including undermining members of staff, unkindness to others, persistent poor behaviour, breaking our Everyday Expectations and going against our values, could lead to students being placed in our Behaviour Reflection Centre (BRC) for a period of time. Students are placed in the BRC for a full day (8.45-15.05) as an alternative to a Fixed Term Suspension (FTS) or during the investigation of an incident. Staff are informed daily which students are in the BRC. Students are expected to comply with the expectations of BRC and any failure to comply will lead to a Fixed Term Suspension.

For students who are regularly late to school and not attending detentions, the BRC will be used for a part day (13.00-16.00).

BRC Supervising staff are to alert 'On call' if students are not complying with expectations. Students will be seated as directed by supervising member of staff. Lunch (sandwich, drink and piece of fruit/pudding) will be ordered for the students in the provision, and they will eat their lunch in the BRC. Pupils are also provided with fresh fruit in the mornings and hot breakfast items.

BRC Supervising staff are to update the Heads of Year, SLT link, Senior Behaviour Leader and Deputy Principal for Behaviour and Attitudes on student conduct and work completed. Completed paper-based work will be collated and returned to teaching staff pigeon holes at the end of the day.

The Senior Behaviour Leader will monitor the BRC and the Remove Room to determine what additional support may be required for students to be successful within the Academy. This may include adjustments or strategies implemented on a long or short-term basis including daily report, changes to teaching groups, mentoring, emotional literacy and external support.

During their time in the BRC, students will complete a variety of work either set by their subject teachers or through online platforms such as SAM Learning, MS Teams, Reading Eggs and Sparx Maths. Students will be given dedicated time to reflect on their behaviour, through 1:1 restorative conversations and strategy planning, to help support their reintegration back into the academy. The length of time spent in the BRC will be determined by a member of the Senior Leadership Team and Student Care Team and related to the severity of the incident.

When returning to mainstream lessons, students will be expected to apologise for their poor behaviour to any members of staff who have been impacted by their actions. Staff at the Nottingham Academy will not hold grudges and students will be welcomed positively back into the learning environment following an isolation in the BRC or Fixed Term Suspension.

All pupils with an identified SEND have reasonable adjustments during their time in the BRC.

Response to students failing to complete sanctions set

There are occasions when students fail to serve sanctions:

1. Failure to attend detentions will lead to a longer 'upscaled' detention being set
2. Failure to attend an upscaled detention will result in one or more of the following interventions:
 - Parental/Carer contact
 - A period of isolation in the Behaviour Reflection Centre or suspension depending on the situation.
 - Extended SLT detention on Friday afternoon for 90 minutes.

All students must comply with sanctions set by the school.

The use of Alternative Provision and Supported Transfers

Nottingham Academy will use Alternative Provision when a child is at risk of permanent exclusion. The Academy has a designated member of staff who liaises with the Alternative Provision schools we use so that we can keep up to date with well-being and academic progress.

In partnership with other City of Nottingham Schools via the Fair Access Panel, Nottingham Academy will support parents and pupils with Supported Transfers to other schools when we believe a fresh start is needed elsewhere.

Child on Child Sexual Violence and Sexual Harassment

This is considered a Red Line behaviour. Whenever an incident of this nature occurs, The Academy follow the safeguarding procedures as outlined in the safeguarding policy and Keeping Children Safe In Education (KCSIE) where each incident will be considered on a case-by-case basis.

No aspect of sexual violence and sexual harassment is ever acceptable at Nottingham Academy. Any student involved in these behaviours will be sanctioned and, where appropriate, reports to the police will be made. As such, additional safeguarding education opportunities are provided to ALL students around these issues. Additionally, all staff have received additional training on child-on-child sexual violence and sexual harassment issues.

Any victim of this behaviour will be reassured and supported. The package of support will be adapted on a case by case basis to suit the needs of the individual and the situation at hand. Equally, any cases where allegations of sexual violence and sexual harassment have been proven to be malicious, the student accusing may face appropriate sanctions.

See **Appendix 1** for the Child on Child Sexual Violence and Sexual Harassment flow chart (KCSIE 25)

[Keeping children safe in education 2025](#)

The Internet and Social Media

Students must use the internet and social media in a responsible way. Students should not be nasty about other students or other people on social media. Students should be polite and kind online, just the same as when in school. If students are bullying, rude, or disrespectful online, they may be punished in the same way as if it had taken place in school. There are age restrictions to *Chat Apps* on social media. Students should not have access to social media Apps that are not age appropriate.

Suspensions and Permanent Exclusions

Fixed Term Suspensions (FTS)

The decision of a **Fixed Term (external) Suspension (FTS)** is taken by the **Executive Principal** where **behaviour** is deemed **severe**. Students may be suspended if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of any member of the Academy community.

A fixed-period suspension can also be for parts of the school day. As per DfE statutory guidance schools/academies have the power to issue lunchtime detentions if a student's behaviour at break/lunchtimes is unacceptable. Lunchtime suspensions are counted as half a school day. The Academy will follow this guidance should a student's behaviour be unacceptable during lunchtime.

The length of the fixed term suspension will be determined by the severity of the incident which occurred inside or outside of the Academy. Students will be directed to complete online work that is linked to their year group curriculum either via **Microsoft Teams** or [Nottingham Secondary Academy - Online Learning](#), and a **re-integration meeting (RIG)** will be arranged to discuss a robust and clear return back to school.

If a decision is taken to suspend a student for a fixed period of time:

- The **parent/carer** will be **contacted** as soon as possible with the **reason for** and the **duration of** the suspension. If a student has a social worker, they will also be informed of the suspension.
- The **decision** will be **confirmed in writing**. The letter will outline any relevant incident(s), the reason for the suspension and the duration of the fixed term suspension. Details of parents' right to make representations about the suspension or request a meeting of the Governors' Disciplinary Committee will also be outlined in the letter.
- A **reintegration meeting (RIG)** with a member of the **Senior Leadership Team** or **Student Care Team** will be arranged for the **parent/carer and student**, to attend following the suspension to determine the **reintegration package** which will offer appropriate **challenge and support**.
- In the unlikely event that a parent/carer is unable to attend the reintegration meeting in person/ via Teams, the **student will still have the meeting** with the student care team and **targets will be set and monitored**.

Following this meeting:

- The student will be reinstated with a **clear re-integration plan**
- The student will likely be **placed on report** or another form of appropriate monitoring / support
- **Behaviour support** and '**reasonable adjustments**' will be **reviewed**
- Where appropriate, an **apology** is given to the member or staff, or other pupils involved
- A **record of the suspension** and meeting is kept in the **student's file** on CPOMs.
- In accordance with the requirements set out in the DfE Guidance, the **Governors' Disciplinary Committee** will meet to consider reinstatement of the student if the fixed term suspension would bring the student's **total number of school days of suspension to more than fifteen (15) in a term** or if the suspension would result in the **pupil missing a public exam** (P18 DfE Guidance)

Permanent Exclusions

Permanent Exclusion is a legal process which may be used by the Academy for dealing with more serious incidents of poor behaviour when Internal or Fixed Term Suspensions may not be seen as appropriate. At all times, the Executive Principal will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by the Executive Principal

- in response to a serious breach, or persistent breaches, of this policy and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances **(This is not a definitive list)**:

- Physical assault against another student
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Deliberate extensive damage to property including Arson
- Theft
- Carrying an offensive weapon for e.g. knives, BB guns etc.
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- In response to a serious breach, or persistent breaches, of this policy
- Where allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy.

Refer to the GAT Behaviour and Exclusions Policy for information on permanent exclusion processes within the Trust: [Greenwood Academies Trust - Policies](#)

Power to discipline students for misbehaviour outside of School

Nottingham Academy teachers and other staff will regulate the conduct of students when they are off school premises. Schools have the power to discipline students for misbehaving outside of the school premises. The Academy may use the sanctions outlined in this policy in response to non-criminal poor behaviour and bullying that takes place off the premises or online and which is witnessed by a member of staff or reported to the school. Depending on the circumstances, any of the above sanctions may be issued to discipline students. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

Subject to the Behaviour for Learning policy, the teacher may discipline a student for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity; or
- Travelling to or from school; or
- Wearing the school uniform; or
- In some other way identifiable as a student at the Academy
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the School; or
 - Poses a threat to another student or member of the public; or
 - Could adversely affect the reputation of the School.

Police Involvement

Occasionally matters are referred to the police. Where this is done by the school, the school will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the school will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The school will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The school will also provide school records given appropriate formal request by the police to further investigation of a serious crime.

Power to search

A search can take place if the member of staff has reasonable grounds that a student is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately. Staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Staff carrying out a search must be accompanied by somebody in the Student Care team, at the authorisation of the Executive Principal. If suspected of having further safeguarding implications, then the Designated Safeguarding Lead should be present.

Staff have power to search for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal Drugs and paraphernalia
- Stolen items

- Cigarettes/Vapes/E-Cigarettes/Tobacco
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence, cause personal injury (whether physical or psychological) or damage to a property

* **The Personal Development Curriculum** delivered via Nottingham Academy tutors ensures that our **pupils are aware of the consequences** to owning and carrying certain banned items.

Search Expectations

Only the following items of clothing can be requested to be removed during a search e.g. coats/blazers/socks/shoes

- 'Possessions' includes any item the student has or appears to have control of e.g. pockets/bags/desks
- Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so
- Any weapons, stolen items or controlled drugs should be delivered to the Police immediately.
- Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence
- Any items that are evidence of an offence should be delivered to the Police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so (e.g. cause harm)
- Ensure parent/carer has been informed of search in a timely manner
- The Executive Principal will decide if and when to return a confiscated item.

Where a member of staff reasonably suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the Academy may treat this as a disciplinary matter and apply an appropriate sanction.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation.

(Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, July 2022) [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Confiscation

The Principal and authorised school staff may conduct a search without consent for 'prohibited items'. (See above)

Items such as large sums of money, expensive or treasured items and mobile phones must not be brought to school; where these are brought to school these may be confiscated until parents/carers make arrangements for their collection. Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. This would be used in instances of low value items or items not collected after a reasonable period of time. [Education and Inspections Act 2006](#)

Physical Restraint

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.

Nottingham Academy is committed to ensuring that all staff and adults with responsibility for student's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort. Alternative strategies will be adopted wherever possible, for example contacting the parent or police for support.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student from harming himself, herself, others or property.

This form of physical intervention may involve staff:

- Physically interposing themselves between students
- Blocking a student's path to keep them or others safe
- Escorting a student to a safe space
- Shepherding a student away
- Ensuring a student who is walking/wandering the building being defiant is placed in a safe supervised space
- Removing a student from a classroom
- Physically separating students found fighting

The above is not an exhaustive list.

In extreme circumstances, staff may need to use more restrictive physical intervention measures. Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. If staff need to use physical intervention, they must keep communicating with the student to try and de-escalate the situation.

The decision when to physically intervene is down to the professional judgement of the adult concerned and should always depend on individual circumstances. All physical intervention restraint incidents must be logged.

However, we acknowledge our legal duty to make reasonable adjustments for students with special educational needs and disabilities. We have additional support measures in place to deescalate situations to avoid restraining students with SEND. We have:

- Safe spaces to enable the child to feel safe and secure e.g. Sensory Room
- Identified adults as a safe and familiar person
- Fidget gadgets to alleviate stress
- Contact with parent/carers for calming and de-escalation

However, there may still be the need for staff to use physical intervention measures. If this is the case, reasonable force may be used by staff to ensure the safety of the child, staff, students and the environment.

Serious Incident Procedure

When a serious incident has occurred at the academy, a full and fair investigation will be undertaken. This will involve taking statements from staff and students where needed and looking at the Academy's CCTV to gather information of the incident. CCTV is used by the Academy to maintain a safe and disciplined environment. The use of CCTV is outlined in the TRUST CCTV Policy and related

legislation. [Data Protection Policy](#)

Parents/carers will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents/carer will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

If there is an incident of serious poor behaviour e.g. a fight, our expectation is that Nottingham Academy students will walk away from it and not crowd around, encourage or film the incident. Should they not do this then they may face serious consequences for their behaviour.

Sixth Form Expectations

Students within the Sixth Form are considered young adults who must set a model of good behaviour for students in younger years and in the local community. Therefore, the following Sixth Form Expectations must be adhered to:

- Use the *Inventory* system to sign in and out of the Academy using the Sixth Form entrance, this includes leaving site for break time, lunch time and free periods
- Always wear their lanyards
- Attend all their lessons and be on time
- Only use their mobile phones and headphones in the Sixth Form Centre
- Follow the Sixth Form dress code
- Support the Nottingham Academy 6 Everyday Expectations and behave in a sensible, responsible, and respectful manner whilst moving around the school site
- Be respectful to all their staff and peers at Nottingham Academy
- Look after their Sixth Form Centre and its equipment
- Work quietly and be courteous of others working in our independent learning sessions
- Take advantage of the opportunities presented to them
- Work hard in all lessons and remain motivated to be successful

Sixth Form Dress Code

It is a sixth form privilege not to wear school uniform. The school expects that you will dress suitably and avoid extremes of fashion. Many outsiders judge the school by the appearance of its sixth formers and younger students look to the sixth form students as role models. The information below outlines the key aspects of our sixth form dress code. These are not exhaustive, but the spirit and ethos of our expectations are clear.

What we will accept:

- Full length trousers or smart jeans (no rips/holes)
- Knee length skirts (No more than a credit card width between the knee and skirt)
- Smart, t-shirt, top/blouse or shirt
- Piercings should be discreet, and all jewellery items should be conservative and not pose a risk to health and safety
- Footwear should be safe and offer protection
- Student basketball elite athletes are allowed to wear Nottingham Academy Wildcats branded sportswear tracksuits only
- Lanyards and ID badges must always be worn and be visible at all times - students need to sign in and out of the building, this a safeguarding requirement

What we will not accept:

- Exposed underwear
- Bare tops/midriffs
- Clothing and accessories that promote drugs, sex, alcohol, violence, profanity, prejudice, or racism
- Sliders, flip flops or crocs
- Shorts
- Leggings unless worn under an appropriate length skirt or dress

- Sportswear
- Tracksuits/jogging bottoms
- Extreme haircuts and colours
- Hats and hoods are not allowed to be worn inside or around the school building

Students will be asked to remove any items which are not deemed acceptable dress; where this is not possible students will be sent home to change by the Head of Sixth Form/Assistant Principal for KS5. If plausible, they will then be expected to return to the school for the remainder of the school day. Students will be expected to make up the time lost in school for this.

Lanyards:

Students who fail to wear a lanyard and ID will be sent home to collect them. Students will be expected to make up the time lost in school for this.

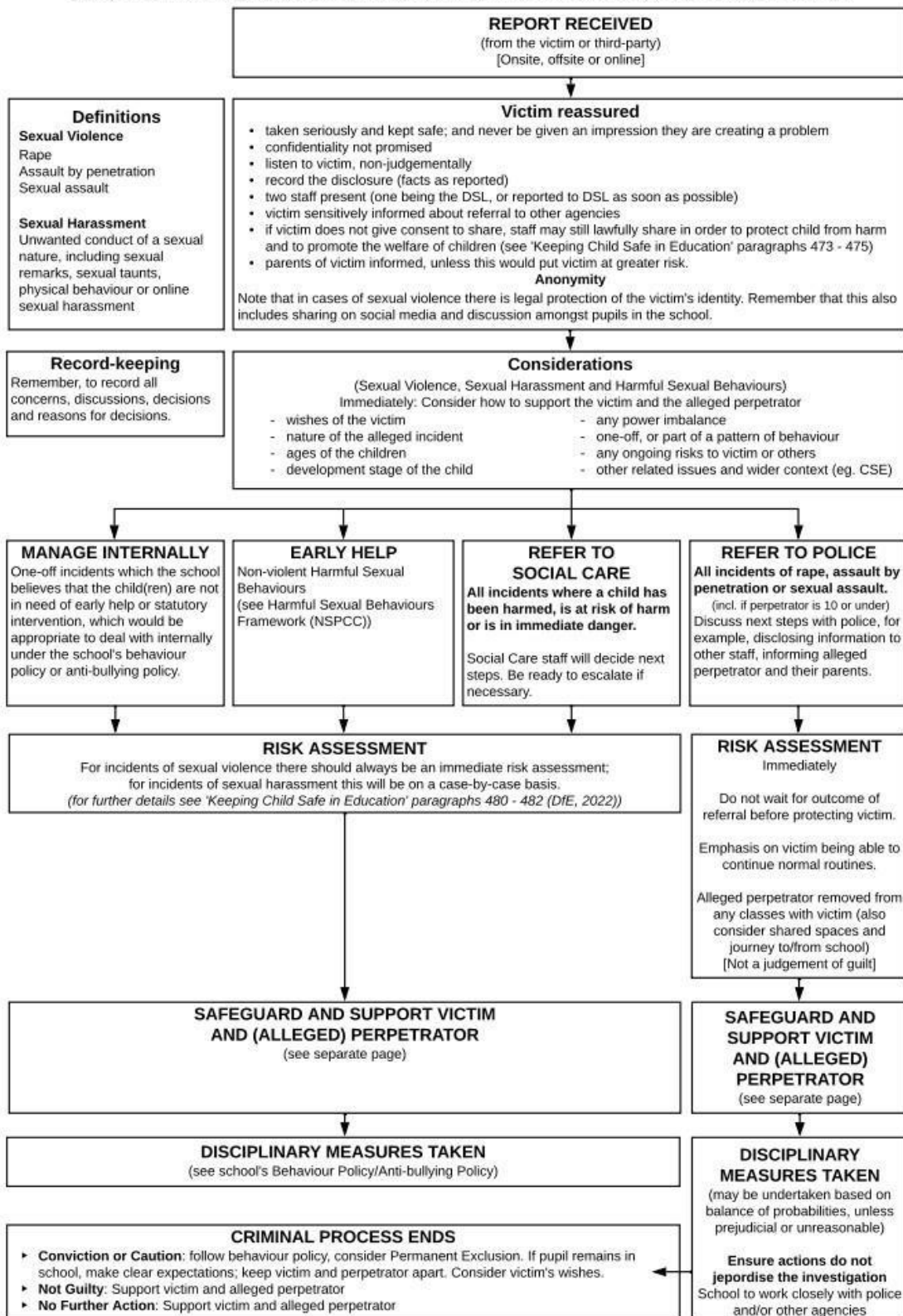
Mobile phones and earphones:

Mobile phones are to be turned off and are expressly banned from all use around the school site and should be **out of sight at all times** including in lessons. Similarly, earphones should not be worn once on the school site. The only exception to this rule is where students are within the Sixth Form Centre. Earphones can be used in Structured Study.

We all need to be effective role models to our younger students. As a member of the sixth form, you also accept that your mobile phone/earphones will be confiscated for the day should they be used inappropriately. Failure to comply will result in a fixed term suspension.

Appendix 1:

*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



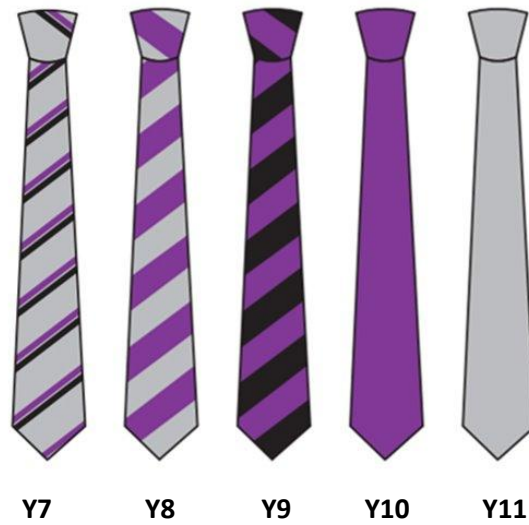
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Source:
*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

Appendix 2

Our Pupils wear a tie that corresponds to their year group. Pupils will wear the same tie throughout their time at Nottingham Academy. The tie remains with the year group.



Academy Uniform

- ✓ White shirt (regular fit, not fitted), with top button done up
- ✓ Year group specific academy tie to be always worn
- ✓ Black loose tailored trousers
- ✓ Academy blazer (Years 7-11)
- ✓ Salwar Kameez can be worn if it is black with an Academy blazer (year 7-11)
- ✓ In summer months, black tailored knee length shorts can be worn
- ✓ Plain black footwear with socks or plain black tights





Academy PE Kit

- ✓ Black short-sleeved/long sleeved sports polo shirt with purple panels and Academy logo
- ✓ Black tracksuit bottoms, shorts, cycling shorts or sports leggings to be worn
- ✓ Suitable trainers

Inappropriate uniform (what we will not accept)	
Jumpers	Jumpers are no longer part of the year 7 to 11 uniform*
Footwear	<ul style="list-style-type: none"> × Crocs, sandals, sliders × Canvas shoes, heels
Trousers	<ul style="list-style-type: none"> × No leggings × Not cropped × No visible zips × No denim, rivets, studs <p>In summer months, as part of the daily uniform, tight cycling style shorts will not be permitted.</p>
Skirts are not allowed at Nottingham Academy	
Headscarves	Headscarves worn for religious reasons should be black or white.
Coats	<ul style="list-style-type: none"> × No hoodies × No cardigans × No Fleeces × No sweatshirts, tracksuit tops <p>Any top that is not included in our uniform</p>
Hair	No extreme hair colours
Make Up/Nails	<ul style="list-style-type: none"> × Nails should be naturally coloured × No heavy make-up × No acrylic or gel nail extensions × No bright eye shadow

Jewellery	<p>Ear Piercings: Students CAN only wear one pair of small studs</p> <ul style="list-style-type: none">× No large, hooped earrings (risk to H&S)× No hanging earrings (risk to H&S)× No ear stretchers/expanders <p>Nose Piercings: Students CAN wear a small stud in their nose</p> <ul style="list-style-type: none">× No nose rings× No septum piercings <p>Facial Piercings:</p> <ul style="list-style-type: none">× Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip or any other facial piercings are not permitted) <p>Other Jewellery:</p> <ul style="list-style-type: none">× No other jewellery should be worn on display apart from a wristwatch× No jewellery at all for PE× The Academy does not take responsibility for the loss of or damage to jewellery
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Behaviour Reflection Centre Expectations

1. You will **arrive with a member of staff and wait to be allocated a seat**
2. Mobile phones are **not permitted**. You will be asked to hand this over to the BRC Manager upon arrival
3. You will wear full **smart** uniform.
4. You will be asked to complete the **reflection task/write a statement**
5. You will sit in **silence**.
6. You will **not turn around** and distract others.
7. You will **raise your hand if you need help**.
8. You will **use the laptop provided** to access work online
 - Nottingham Academy Website
 - Sam Learning
 - SPARX
 - KS4 Coursework
9. You will **respect your booth and keep it tidy** before being dismissed. A staff member will **check your area before leaving**.
10. **Failure to follow the rules**, may result in further sanctions, including a fixed term suspension.

NOTTINGHAM ACADEMY



RESPECT



ASPIRATION



PRIDE

*Lead learning to transform lives and enable communities;
at Nottingham Academy we will achieve this by providing
an exceptional provision for exceptional learners.*

Remove Room Expectations



1. You will arrive with a member of staff and wait to be **allocated a seat**
2. You will wear **full smart uniform.**
3. You will **sit in silence.**
4. You will not turn around and **distract others.**
5. You will **raise your hand** if you need help.
6. You will **read or complete work sheets** that are provided for you.
7. You will **respect your booth and keep it tidy.** Before being dismissed. A staff member will check your area before leaving.
8. Failure to follow the rules, may result in being **placed in the BRC or possible suspension from school.**

NOTTINGHAM ACADEMY



RESPECT



ASPIRATION



PRIDE

*Lead learning to transform lives and enable communities;
at Nottingham Academy we will achieve this by providing
an exceptional provision for exceptional learners.*



Nottingham Academy Pupil Behaviour Contract

Name:

Date:

This contract will be used to determine my future at Nottingham Academy.

Overview of concerns that have resulted in this contract:

1. Failure to follow Nottingham Academy rules
2. Failure to meet Nottingham Academy behaviour expectations

My signature below acknowledges that following an in-depth reflective session and conversation with....., I understand exactly

Goals for Pupil:

- A) I will follow all the Academy rules and behaviour expectations at Nottingham Academy
- B)
- C)

Rewards if goals are met:

- A)
- B)
- C)

Consequences if goals are not met:

- A) At risk of permanent exclusion or further suspension
- B) Agreement to attempt a Supported Transfer to another school
- C) Alternative provision placement

By signing this contract, all parties agree to the stipulations in this agreement and will follow it accordingly. This contract will be reviewed on(4 school weeks from meeting.)

Parent/carer signature:

Academy Signature:

Pupil signature:

<p>NOTTINGHAM ACADEMY</p>  <p>RESPECT</p>  <p>ASPIRATION</p>  <p>PRIDE</p>	<p><i>Lead learning to transform lives and enable communities; at Nottingham Academy we will achieve this by providing an exceptional provision for exceptional learners.</i></p>
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Appendix 6

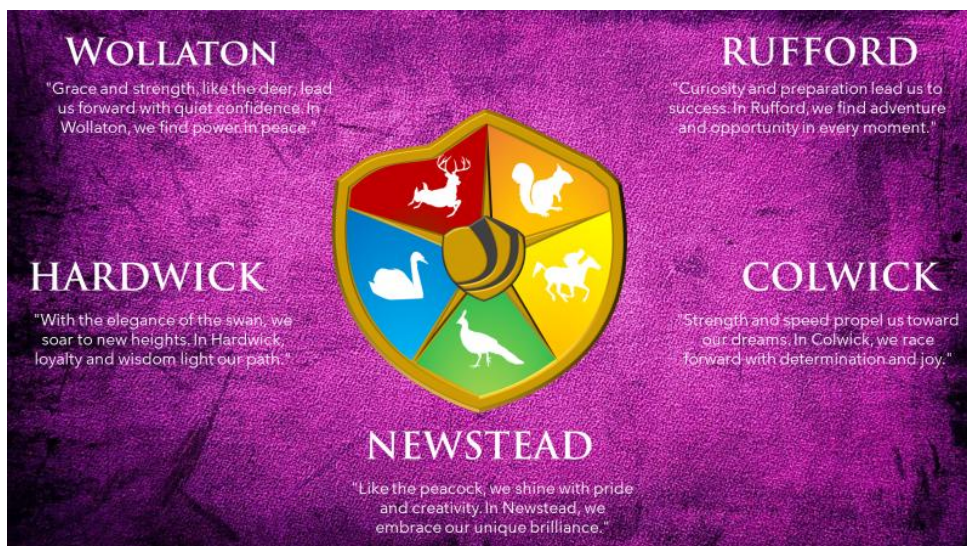
The Nottingham Academy House System



Every day all pupils can earn House points in lessons and tutor time. When out and about around campus, pupils can also achieve good citizen stamps in their planners. Pupils are awarded bonus points for attending extra-curricular activities, representing school teams and competing in house challenges. When there are staff competitions, our staff champions can also nominate a pupil of their choice to earn bonus House points.

Throughout the Academy, our House system plays an important part in creating a cohesive and collaborative environment focused on celebrating student success.

An Introduction





WOLLATON

NOTTINGHAM ACADEMY



Welcome to Wollaton House, represented by the majestic Deer of Wollaton Hall Deer Park. Known for their grace and elegance, deer symbolize peace, gentleness, and a strong connection to nature. Wollaton House members are encouraged to embody these traits, embracing a serene yet determined approach to their studies and friendships. With a spirit of harmony and quiet strength, Wollaton students are leaders who inspire others through their calm confidence and poise. Our vibrant red color represents passion and energy, igniting the spirit of every Wollaton member.



HARDWICK

NOTTINGHAM ACADEMY



Welcome to Hardwick House, where the regal Swan from Hardwick Hall reigns supreme. Swans are symbols of beauty, loyalty, and transformation. Hardwick House members are known for their loyalty to friends and school, their ability to adapt and grow, and their appreciation for beauty in all forms. Just like the serene and graceful swan, our students move through their educational journey with elegance and a steadfast dedication to their goals. The calming blue of Hardwick House stands for wisdom and tranquility, fostering a peaceful and intellectual environment for all.



NEWSTEAD

NOTTINGHAM ACADEMY



Welcome to Newstead House, symbolized by the stunning Peacock of Newstead Abbey. Peacocks represent vision, self-expression, and pride. Newstead House students are encouraged to showcase their unique talents and perspectives, shining brightly in all their endeavors. With an eye for beauty and a flair for creativity, Newstead members are confident and proud of their achievements. Our green color represents growth, harmony, and freshness, reflecting the vibrant and dynamic spirit of our house. Together, we thrive in a supportive and nurturing environment.

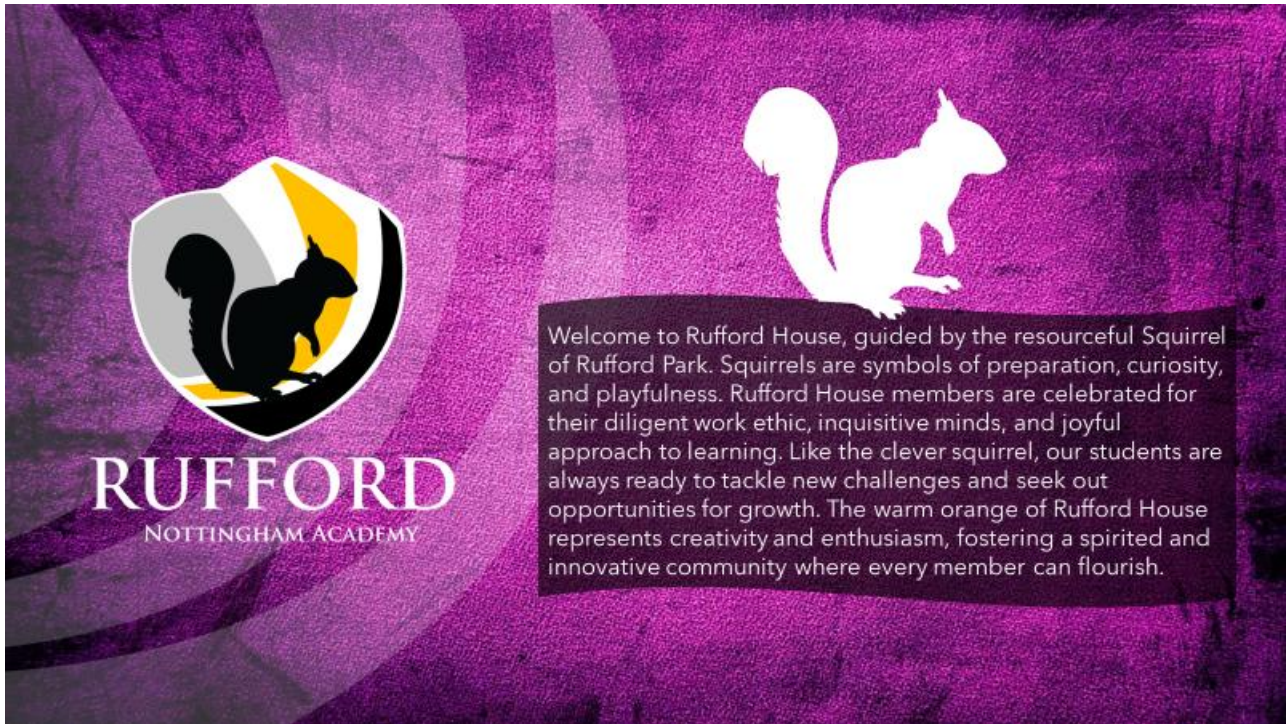


COLWICK

NOTTINGHAM ACADEMY



Welcome to Colwick House, championed by the swift and powerful Race Horse of Colwick Hall and Racecourse. Race Horses are symbols of strength, speed, and determination. Colwick House members are known for their competitive spirit, resilience, and unwavering drive to succeed. Just like a racehorse galloping towards the finish line, our students pursue their goals with relentless energy and focus. The bright yellow of Colwick House signifies optimism and happiness, creating a lively and enthusiastic atmosphere where everyone is encouraged to give their best.



Welcome to Rufford House, guided by the resourceful Squirrel of Rufford Park. Squirrels are symbols of preparation, curiosity, and playfulness. Rufford House members are celebrated for their diligent work ethic, inquisitive minds, and joyful approach to learning. Like the clever squirrel, our students are always ready to tackle new challenges and seek out opportunities for growth. The warm orange of Rufford House represents creativity and enthusiasm, fostering a spirited and innovative community where every member can flourish.

Student Leadership

Head Students

- Year 11 students can apply to be Head Student.
- Students go through an application and interview stage
- Head Students are part of the Junior Leadership Team.

House Captains

- Every House will have a captain in each year group (e.g. Colwick Year 7, Colwick Year 8, Colwick Year 9, Colwick Year 10, Colwick Year 11, Colwick 6th Form)
- Once elected, one of these captains will become the House Leader and join the Junior Leadership Team.

Appendix 7

House Point Allocation

Positive Behaviour	Points Awarded	Negative Behaviour	Points
Executive Principal Citizen Award	300	Red Line Behaviour	-30
Senior Deputy Principal Citizen Award	250	BRC Immediate Failure	-30
Deputy Principal Citizen Award	200	Removal From Lesson Required	-10
Assistant Principal Citizen Award	150	Failure in the Remove Room	-10
Head of Year Citizen Award	100	BRC Formal Warning	-10
Line Up Nomination	20	BRC Failure	-20
House Event Champion	50	Unstructured Time not Red Line	-10
Tutor Basics Check	30	Internal Truancy	-10
Punctuality and Attendance Streak (5 in a row)	50	Late to School	-10
Participation in House Competition	20	Left Lesson Without Permission	-5
Participation in Extra-Curricular Activities	20	Disruption During Line Up	-5
Representing the Academy	20	Late to Lesson / Not in Line Up	-5
Golden Ticket	50	Repeated Borrowing of Teacher Equipment	-5
Caught Being Great 10	10	Repeated Borrowing of Academy Uniform	-5
Caught Being Great 20	20		
Caught Being Great 30	30		

Appendix 8 – Tutor Time

Tutor Time Priorities

Tutors are expected to:

- Monitor and improve attendance
- Monitor and improve punctuality
- Monitor and improve behaviour, ensuring students are ready to learn
- Deliver PSHE curriculum content
- Promote House and School unity

Priority 1: Monitor and Improve Attendance

- Complete accurate registers within the first 5 minutes of tutor time
 - This helps the DHOY and Attendance Team follow up on absences and lateness quickly
- Use data from attendance trackers and daily reports to challenge non-attendance and poor punctuality
- Aim to keep students above 90% attendance
 - High attendance leads to better student outcomes
- Tutors can break down barriers to attendance through early intervention and support

Priority 2: Monitor and Improve Behaviour

- Use the Arbor behaviour system to identify and challenge negative behaviour patterns
- Tutors have the most weekly contact with students—ideal for building strong relationships and habits
- Use Arbor to reward positive behaviours and recognise top performers
 - Celebrating positives helps drive overall improvement in tutor group and school behaviour.

Priority 3: Ensure Students Are Ready to Learn

- Uniform and equipment checks daily (full table service: planner, pens, etc.)
- Ensures students represent the academy well and are prepared to learn
 - Helps reduce daily friction with staff.
- Identify barriers to learning (e.g., lack of sleep, no breakfast) and help plan strategies to build resilience, recording concerns on CPOMS
 - Helping students face challenges prepares them for long-term success

Priority 4: Deliver PSHE content

- Deliver PSHE lessons covering statutory topics in line with Quality Mark expectations
- Encourage and help develop an understanding of British values and what it means to be a good citizen
- Develop students' oracy and discussion skills
- Encourage the core value of respect for self and each other through carefully planned discussions

Priority 5: Promote House and School Unity

- Promote and participate in House competitions.
- Reward House Points for good behaviour, punctuality, attendance and contribution
 - The House system builds a sense of identity and togetherness across the school
- Encourage extra-curricular involvement and community representation
 - Positive public representation improves both student and school reputation

What Does Tutor Time Look Like?

- 8:30-8:35am - Line-ups complete, uniform checked, issues reported to Year Team
- 8:40am - Welcome tutor group, check uniform again, take register, review attendance and behaviour, check full table service
- 8:45am - Begin main tutor task (PSHE, Current Affairs, etc.)
- 9:00am - Pack away, final checks, positive send-off while standing at the door

Tutor Responsibilities

- Build strong relationships with tutees
- Use a clear and thoughtful seating plan
- Lead line-ups and patrol your tutor group
- Take registers accurately before 8:45am
- Track and challenge attendance and punctuality
- Ensure uniform and table service are in place
- Identify and report barriers to learning to the Year Team
- Deliver weekly PSHE content
- Promote House and School unity
- Encourage and track participation in House competitions

Deputy Head of Year Responsibilities

- Build strong relationships with Year group students and parents
- Assist with morning line-ups and uniform/equipment checks
- Manage BRC food orders and support 1–4pm sessions
- Make welfare calls home and support families
- Support the Head of Year with attendance improvement plan completion, behaviour audits and detention information
- Work with Attendance Team to improve punctuality, especially with our hardest to reach families
- Promote unity and participation in House activities

Head of Year Responsibilities

- Build strong relationships across the year group
- Lead and direct line-ups and tutor expectations
- Monitor and follow up on attendance with Attendance Improvement Plans
- Visit tutor groups daily to ensure Quality Mark is being met
- Address barriers to learning and attendance through support of tutors and Deputy Head of Year
- Ensure tutor programme and bulletins are ready by midday Friday
- Drive Academy and House engagement with a focus on the positive reinforcement of good behaviour and improved attendance

SLT Link Responsibilities

- Build strong Year group relationships
- Lead support of line-ups with Head of Year
- Check attendance and corridor behaviour during tutor time
- Visit tutor groups and support behaviour needs
- Quality assure bulletins and tutor programme delivery
- Promote House competition sign-ups and school unity

