



**Nova Hreod Academy**

The best in everyone™

Part of United Learning

# Secondary Phase

**Behaviour Policy**

**2023-24**

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## 1. Aims of the Policy

This policy sets out how Nova Hreod Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure scholars complete assigned work and regulate the conduct of scholars. In applying this policy, Nova Hreod Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act- notably, disability. It will also account for the requirements of scholars with special educational needs. Nova Hreod Academy will also have regard to its Safeguarding Policy where appropriate.

At Nova Hreod Academy, we believe that a consistent and clear approach to behaviour management is needed to foster a positive climate for learning. This policy is intended to provide clarity on the expectations, routines and systems that enable every member of staff to teach in a positive and supportive environment.

This policy aims to:

- promote positive behaviour
- promote self-esteem, self-discipline and positive relationships
- provide a safe environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour
- make reasonable adjustments for those scholars with special educational needs and/or disabilities. This will include those scholars with a medical diagnosis and/or who have an Education Health Care Plan (EHCP) in place, as well as scholars with identified additional needs who may require additional SEND/pastoral support.

The Behaviour Policy, along with the DISC Code, sets out the academy's expectations very clearly and concisely so that scholars can learn and make progress without being disturbed by low-level disruption or poor behaviour.

### Policy Implementation

Everyone has the right to feel secure and to be treated with respect and so all have a part to play in the implementation of this policy:-

**All staff** must implement the Nova behaviour policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour

**The Senior Leadership Team** must ensure that all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. They must be highly visible and engage with all stakeholders in setting and maintaining a behaviour culture in line with paragraphs 28-29 in the DfE Behaviour Guidance.

**Students** must follow the Nova DISC values and uphold academy rules whilst contributing to school culture. They will be supported to achieve the behaviour standards, including an induction process that familiarises them with the DISC Code and our wider culture.

The role of **parents** is crucial in helping Nova develop and maintain good behaviour. Parents should get to know the behaviour policy and where possible take part in the life of the academy and its culture. Parents should support academy values in matters such as attendance, punctuality, behaviour and conduct, uniform and appearance, standards of academic work, extra-curricular activities and home study.

Nova will liaise closely with parents and other local and national support agencies where necessary.

### **Contextual Safeguarding**

We will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Any concerns will be discussed with the Designated Safeguarding Lead.

## **2. Rewards**

At Nova, we believe that a fundamental part to our behaviour policy lies in striking the right balance between use of rewards to encourage and acknowledge positive behaviour and modelling of our DISC values. Some of the ways that we acknowledge and reward our scholars are listed below:

### **DISC Points**

Teachers have DISC Points which they can award each week. When giving DISC Points, our teachers tell scholars why they are being awarded with a focus on one of the four DISC values. They give a clear signal to the rest of the class of why their work has earned them a DISC Point. At the end of the lesson, teachers spend a minute or two reflecting on the great things which have been achieved, mentioning those who have earned DISC Points and why.

### **Nova Star Slips**

At the end of each lesson, teachers will choose one scholar from that lesson who has impressed them so much that they deserve individual recognition. They will issue that scholar with a blue Nova Star Slip and state why they have chosen that scholar for that lesson. The slips should be taken home by scholars to show to their parents, before returning them to Student Services and posting them in the 'Star Slip' box so that their name is in the raffle, which takes place each Friday. Once the box is emptied, each slip is worth 5 DISC points which are added the following week.

### **Star of the week**

Each week, our teachers will pick one scholar who has impressed them the most and write their names on the poster outside of their classrooms on the door. Members of the Senior Team, Heads of House and House Managers will be vigilant when circulating the building and take note of any scholar's name that appears so that they can have a positive conversation with them about their achievement.

### **Scholar Attendance certificates**

Scholars are rewarded with a certificate for 100% attendance, after each full term. They also receive weekly DISC points for 100% attendance.

### **Verbal Acknowledgements**

Every morning at Roll Call, teachers or scholars will highlight other members of the Nova community for a Nova acknowledgement. The teacher will explain why this person deserves our appreciation. We clap in unison three times to show our appreciation for the great things they have achieved.

### **Staff Acknowledgement Postcards**

Each term, scholars will be given an acknowledgement postcard which they will write to a member of staff to show their gratitude for the hard work the member of staff has put in and the support they have provided. These will be given in to the House Office and distributed to staff by the scholar runners.

### **ALT prizes**

Our 'Attendance League Table' is updated weekly and the results shared with each house at roll call. The winning form group in each house is awarded with chocolate to share amongst the group each week, and the highest form group overall, is awarded an extra box of chocolate. The attendance of each group also results in DISC points being awarded each week.

### 3. Nova Hreod Academy Behaviour System

#### 3.1. The DISC Code

Expectations for behaviour of all our scholars are set out in the DISC Code posters which is displayed in every classroom and around the corridors of the academy. The DISC Code consists of four overarching rules stating how scholars are expected to behave at all times; it has been developed to enable teachers to teach without disruption and to maintain a safe, and orderly environment around the academy.

<b>DRIVE</b>	<b>We work hard and show resilience.</b>
<b>INTEGRITY</b>	<b>We are polite, kind and follow adult instruction.</b>
<b>SCHOLARSHIP</b>	<b>We present work neatly, making the most of every learning opportunity. We SLANT and we SHAPE our responses.</b>
<b>CONTRIBUTION</b>	<b>We respect other people, their property and the environment.</b>

#### 3.2. Removal from Class

When a scholar doesn't meet the expectations set out on the Nova Code whilst in lessons the following will happen:

For the first incident, the scholar will receive a verbal warning (W1) from the class teacher, which will be recorded on the whiteboard in the classroom.

If a second incident occurs, the scholar will be directed to Reflection by the teacher. The scholar will be expected to leave the classroom and walk directly to Reflection. Scholars are allowed five minutes to make their own way there. The teacher will be required to complete a referral log as soon as the referral has been issued.

The member of staff on duty will help the scholar to take responsibility for the incident and support them as they come to terms with the consequence. Parents will be informed that their child has been sent to Reflection by text.

The scholar will remain in Reflection until the end of the lesson if it is their first level 1 incident of the day. The scholar will remain in Reflection for the remainder of the day for a level 2 incident, or a second level 1 incident of the day. Any reflection during a day will result in scholars completing a detention at the end of the day in Reflection. The length of this detention will be communicated with parents/carers via text. In Reflection, scholars will always be expected to work independently and predominantly in silence. For all level 2 reflections in lessons, a "fresh start" discussion will take place between the scholar and the member of staff whose lesson they disrupted, supported as necessary by a House Manager.

The DISC Code applies at all times in Reflection Room. If a scholar is unable to comply with the expectations in the Reflection Room, a range of support and interventions will be put in place to try and help them to succeed. If they are still unable to comply with the expectations in Reflection, this will result in a suspension. The length of suspension will depend on individual circumstance.

In any whole-academy based behaviour system, it is important for all stakeholders to recognise the importance of making reasonable adjustments for scholars who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The Academy would seek to make reasonable adjustments for scholars who have a clear, diagnosed and underlying special educational need / disability as well as for scholars who have identified additional or mental health needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

For those identified scholars, a number of strategies may be employed to try and ensure ongoing success at the academy. For scholars who find it difficult to complete a day in Reflection, reasonable adjustments will be used. This may include actions from the list below, which is neither prescriptive, nor exhaustive

- A range of short and well-planned activities and a clear timetable structure will be in place in Reflection. These materials will be suitably differentiated.
- A fidget toy may be offered to a scholar to help them concentrate
- A period of time-out in the Hub might be offered. This could be before or during the Reflection session
- Rest break/s may be offered when a member of the pastoral/SEN team takes a scholar on a walking/talking break
- Leaders/pastoral staff may call parents to give parents the chance to speak to their child and help them to complete the day successfully
- Parents may be called and asked to come into academy to support their child and help them to complete the day
- If deemed essential, scholars may be offered food/drink or a chance to rest.
- The scholar may be collected/sent home with parental agreement for a brief period to process the event and regulate their mood and then return later to complete Reflection
- Senior staff may be asked to support, oversee or help with a scholar who is struggling to complete the day
- Scholars who have received a number of referrals to Reflection may be identified for additional interventions including support from our Engagement Mentor.
- If a scholar has received a number of referrals to Reflection, leaders may consider whether a catch-up session needs to be put in place for core subjects if the scholar is falling behind.

### 3.3. Reflection

The Reflection timetable has been designed to help scholars complete the day successfully, with two break times included. Carefully differentiated packs of work based on the national curriculum have been prepared and chromebooks are often issued so that scholars can access lessons and resources from their teachers, or using online platforms such as Oak National. Key Stage 4 scholars will generally complete work according to their timetable and may be sent work from their subject-specific teachers. All scholars have the opportunity to complete home study, coursework, catch up work or read silently from the end of the academy day until their detention is complete.

#### **Reflection Policy**

If a scholar in Reflection does not meet the DISC Code expectations, they will be issued with a warning, similar to those issued in class. A scholar can receive no more than 2 level 1 warnings within a lesson. Level 1 warnings will reset every hour.

If a scholar's infringement of the DISC code is considered a Level 2 Behaviour while in Reflection the following will apply; The first warning will trigger an intervention which often includes contact with parents/carers to request support. If a second level 2 warning has to be issued this will result in an unsuccessful reflection and therefore a suspension.

Level 1 warnings run alongside level 2 warnings whilst in Reflection.

If a scholar has received a suspension for refusing to attend Reflection or an unsuccessful reflection, on their return to the academy, a meeting will be arranged. The scholar will attend the reintegration meeting with their parent/carer and a member of the Pastoral team. The scholar will be expected to complete the time owed in Reflection and If it is deemed appropriate, the parent may be asked to escort their child to Reflection to settle them in and wait to make sure that the day starts well.

#### 4. Conduct whilst representing the Academy

The DISC Code applies to both in-class behaviours, as well as behaviours around the academy, whilst travelling to and from the academy, and whilst representing the academy on trips and on sporting events. How infringements of the DISC Code are addressed depends on the severity of the actions and the impact that this has on the learning and safety of the community, and on the damage that actions can cause to the reputation of the academy. For the majority of infringements, however, a DISC Code slip will be issued resulting in a 30-minute detention on the same day. This will be communicated via text to parents.

#### 5. Equipment Expectations

All scholars are expected to carry their everyday equipment (PE kit, pencil case, books, etc.) in a bag of suitable size. Handbags and boot bags are not suitable for everyday use.

Every scholar is expected to bring with him/her the following basic items of equipment for every lesson every day, all kept in a clear pencil case for easy inspection. This items of equipment in bold are checked daily as part of the roll call procedure at the start of the day:

Equipment list:

- Pen (black or blue)
- Pencil
- 30cm ruler
- Green Pen
- Eraser
- Sharpener
- Protractor
- Compass
- Scientific calculator
- Mini whiteboard (A4 size)- provided at the start of the year to all newcomers. This should be plastic and not metal as metal poses a health and safety risk
- Dry-wipe board pen
- Conduct Card

Tippex/liquid paper is not permitted in academy and must not be used in any academy work.

Textbooks and specialised equipment will be issued on loan to scholars and scholars will be required to pay for any loss or damage to academy property.

Key items of equipment are checked daily at roll call. Each time one of these items, with the exception of scientific calculators due to their higher cost, can be purchased from the equipment store which is open every day from 08:05 am to 08:15 am and is something that every scholar passes each morning as they enter site. Each item costs 20p with all proceeds reinvested to make sure that the shop can be fully stocked. Because of this, any scholar missing a piece of equipment at roll call will receive a 30-minutes detention at the end of the day.

For scholars eligible for the Pupil Premium, please be aware that we do have equipment packs to support them so as to lessen the financial burden at home, but regardless of this, scholars are expected to take responsibility to make sure that they have this equipment in time for roll-call each day.

## 6. Mobile Phones

Scholars are permitted to bring mobile phones and electrical devices to academy but do so at their own risk.

While scholars are in the building during the academy day, from 08:00 am when the gate opens until the end of the day (and including detention) there is a “See it, Hear it, Lose it” policy. All scholars are expected to turn off and put away all electrical devices and accessories. If a teacher sees or hears a device, it will be confiscated and stored in The Hub. On the first occurrence the scholar is permitted to collect the phone at the end of the academy day from The Hub. If there are any further confiscations it will be parents/carers responsibility to collect the device. Following a confiscation, a same day detention will be set. The detention/confiscation will be next day if a device is seen at the end of the academy day. The length of detention will increase should there be further confiscations.

Failure to hand over a mobile phone within 5 minutes of the initial request will result in the scholar being sent to Reflection. If the scholar refuses to attend Reflection, the ‘Refusal to Attend Reflection’ sanctions will be applied.

For scholars who persistently fail to meet the expectations with regards to mobile phones, or for those who have used their phones on site to cause more serious incidents (cyber-bullying, recording incidents, viewing inappropriate material etc), a phone contract will be set up to ensure that scholars submit their phones at the start of the day and collect when they leave each day. The contract will be signed by all parties during a meeting with parents. Such scholars, with the support of their parents, may then choose to leave their phones at home but should be aware that any suspicions that this is not the case, will result in a search being conducted and any found phones will be deemed a breach of the contract.

## 7. Punctuality

A 30-minute detention will be issued for a scholar who arrives late to academy before registers close (ie after 08:20 am). A 30-minute detention will be issued for any scholar who is late to a lesson after the 5-minute time limit.

There may be times where there is a valid reason for lateness, such as a broken-down vehicle or a family emergency, in which case, a reasonable exemption of the detention will be applied. It is the responsibility of the parent to inform us that this is the case.

If a scholar arrives after registers close (09:10 am), a 45 minute detention will be applied as this lateness will count as a statistical absence. It is worth bearing in mind that persistent lateness affecting attendance can lead to legal action being taken in the same way unauthorised absence will.



## 8. Homework

A 55-minute (KS3)(30 minutes for Humanities)/75-minute (KS4) detention will be issued to a scholar who fails to hand in a piece of home study on the 'due date' or who fails to complete a piece of home study to an acceptable standard. This will ensure that time is given so that the homework can be completed in a supportive environment with IT access if required.

## 9. Bringing the Academy's Name into Disrepute

The Academy expects scholars to maintain high standards of behaviour and respect whenever they are representing the academy. This includes when they are on academy trips, or when they are in uniform on their journey to and from academy. It also includes any situation where a scholar can be identified as a member of the academy community and situations that may compromise the smooth-running of the academy. If an incident occurs outside of the academy day, whilst the scholar is in uniform, it will be investigated and the usual sanctions will be applied.

## 10. Serious Incidents

There are a number of behaviours that are entirely unacceptable in the academy community. Serious incidents are dealt with on a case by case basis. They are investigated by a House Manager and/or a member of the SLT. A list of examples and possible sanctions for serious incidents can be found in appendix A.

## 11. Intensive Support Programme

Every year, there are a small number of scholars who struggle to comply with the Behaviour Policy. Leaders work hard to ensure that scholars are not escalated through a system of sanctions and exclusions that can accelerate the route to permanent exclusion. At every stage of the process, leaders work together with the scholar and their family to identify triggers, personalise provision, offer support and find solutions.

The Academy would seek to make reasonable adjustments for scholars who have a clear, diagnosed and underlying special educational need / disability, as well as scholars who have identified additional needs which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

Initially, when it becomes clear that a scholar is being removed regularly from class, or is being sanctioned regularly for their behaviour around the Academy, the scholar will be monitored and supported closely by their House Manager. Other interventions may be used, including our Individual Behaviour Plans, Intervention Programmes and programmes provided in conjunction with our Early Help Partners. The aim of this early intervention is to address the cause of the problem and help the scholar regulate and improve their behaviour. It also allows for a sharing of information and strategies to support that scholar.

If this Initial Support Package is not successful and the scholar continues to receive exclusions or referrals to Reflection, they may be placed on the Intensive Support Programme (ISP). This will trigger a period of assessment and intensive support which is personalised to the scholar and designed to help them to address the cause of their problems and to understand the behaviours expected of them as a member of the academy community. During the time that a scholar is part of the ISP, close contact will be maintained with the family and scholars will be monitored closely by the House Managers and by members of SLT.

At each stage of the Intensive Support Programme, personalised approaches and solutions will be sought.

The stages and interventions that are applied during the Intensive Support Plan can be found in appendix B.

## 12. Prohibited Items / Searching Scholars

The following items are banned from Nova's premises and whilst on external visits:

- any item that could be used with the intention of causing harm
- alcohol / recreational drugs
- fireworks
- cigarettes or any smoking paraphernalia including e-cigarettes or shisha-type devices
- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.
- Laser pens

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

Nova Hreod Academy has the statutory power to undertake a search of a scholar or their possessions (without their consent) if there are reasonable grounds to believe that the scholar may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that scholar and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's **Behaviour and Discipline in Schools Guidance**, with more detailed information provided in **Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies**.

Only the Headteacher, Vice Principal or Assistant Principal leading on behaviour, or a member of academy staff officially authorised by the Headteacher, can undertake the search of a scholar, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the scholar being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a scholar of the opposite sex and / or without a witness) only where the Headteacher or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a scholar's own person, or of their possessions, will be carried out with due consideration for the scholar's personal dignity, health and safety, the Academy's Safeguarding policy, United Learning staff-scholar relations guidance, and the Academy's own Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a scholar with such a suspected item could pose risks to others (or to that scholar). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the academy may refrain from searching, unless in an emergency, if a child is tactile, defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. In such circumstance, the academy would deal with the situation in a different way, bespoke to the needs of the child to ensure all scholars remained safe.

### Searches without Consent

Scholars may be searched for the following items without their consent and without the consent of their parents/carers:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the scholar).

Members of staff at the Academy can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been, or could be, used to commit an offence or cause harm. Such force **cannot** be used to search for items that are not on the list above. However physical resistance by a scholar to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the scholar has the prohibited item in his/her possession. Only staff members authorised by the Headteacher may carry out searches without consent.

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching, or break the academy rules. The Academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The Academy is entitled to retain the device if it contains material which has been, or could be, used to cause harm, to disrupt teaching, or break the academy rules. Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

At the discretion of Senior Leadership Team, police may be called to support with a search.

### **Searches with consent**

The Academy may search scholars with their consent for any item. A scholar's possessions can only be searched in the presence of the scholar and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### **Extent of search**

The person conducting the search may not require the scholar to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the scholar has, or appears to have, control – this includes bags, lockers and desks. It is a condition of having a locker in the academy that the scholar gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the Academy's latest complaints policy.

### **Confiscation of articles**

Academy staff have the power to confiscate property from scholars under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from scholars

The Academy will follow the Department for Education guidance 'Screening, Searching and Confiscation –advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Parental consent is not required when students are asked for statements following them witnessing an incident. Student consent is needed unless there are exceptional circumstances.

### 13. Drugs

The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, scholars and visitors. The Academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The Academy will take into account guidance issued by the Department for Education. The Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Scholars will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning Regional Director for their consideration.

Any scholar found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to include permanent or, at least fixed-term exclusion from the Academy. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important (using is for that scholar's use only, who is found in possession of the illegal drugs, whilst dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary.

#### **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academy may carry out searches for drugs in accordance with this policy. Usually the Academy will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### 14. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Nova Hreod Academy. Scholars who feel they are being bullied either in or outside the Academy can report it to any member of staff, or report it via EPraise, either through direct messages to staff or through the "I need help with ..." function on EPraise. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academy where a thorough investigation will take place. Any scholar seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the Academy.

See Antibullying Student Friendly Document in Appendix D.

## 15.Social Media

This applies to all forms of social media and the use of social media for both academy purposes and personal use that may affect the academy, scholars or staff in any way. All staff are aware of the dangers of social media and scholars, parents/carers can report any concerns they have to any member of staff who will pass it onto a House Manager or senior member of staff at the Academy.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate scholar sanctions:

- damage to the academy or its reputation, even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other scholars or third parties
- false or misleading statements
- use that impersonates staff, other scholars or third parties
- expressing opinions on the academy's behalf
- using academy logos or trademarks.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the Academy is in place.

The Academy has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

Students are given guidelines for responsible use of social media and although online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff must refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

### **Specific behavioural issue – child-on-child sexual violence and sexual harassment**

In every aspect of the academy's culture sexual violence and sexual harassment are never acceptable and will not be tolerated. If a scholar's behaviour falls below expectations they will be sanctioned. All staff will challenge all inappropriate language and behaviour between scholars.

## 16.Use of Reasonable Force

The Academy will follow the Department of Education advice 'Use of Reasonable Force – advice for academy leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-academys>)

All House Managers and the majority of the Senior Team at Nova are trained in Team Teach and/or Safer Handling methods including those of physical guiding and holding. Staff training on use of reasonable force deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Members of staff at the Academy have the power to use reasonable force to prevent scholars from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

Members of staff may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (eg on a school trip or other authorised out of school

activity). The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Parents will be told when it has been necessary to use physical restraint on their child and every member of staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academy will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents.

## 17. Suspensions and Permanent Exclusions

At Nova Hreod Academy we believe that learning is the most important reason for being at academy and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider suspension when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

### Sections

1. Guidance framework
2. Links to other policies
3. Principles
4. Suspension
5. Permanent Exclusion
6. Investigation prior to a PEX
7. The Headteacher's Decision
8. The Governors' Behaviour Committee and the Appeal Process
9. Informing parents / carers
10. Behaviour Outside the Academy Gates
11. Leaving the Site

#### 17.1. Guidance framework

The Academy Suspension and Permanent Exclusion Policy is written in line with the following areas of guidance:

- Exclusions – DfE Guidance
- United Learning Exclusions Policy
- 2010 Equalities Act
- SEND Code of Practice: 0 to 25

#### 17.2. Links to other policies

This policy should be read in conjunction with the following:

<https://www.novahreodacademy.org.uk/about-nova/policies/folderid/87/view/gridview/pagesize/10?folderId=87&view=gridview&pageSize=10>

The Academy is a learning institution which aims to provide positive life chances for all of its scholars.

#### 17.3. Principles

- We view suspensions and permanent exclusion as a last resort when all other possible methods of managing scholar behaviour have been exhausted and all reasonable adjustments made. There are some exceptions to this which include incidents which are deemed serious

enough to warrant a suspension, and where other alternatives or adjustments are not appropriate. The decision to suspend is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to suspend.

- We recognise the detrimental impact on both the education and well-being of scholars and their families. We also recognise the impact of social exclusion, which can result from suspension or permanent exclusion of a scholar and will try hard to avoid this.
- Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a scholar to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate
- We take account of the Equality Act and our duty not to discriminate against scholars for any reason. We also take account of our statutory duties in relation to SEND and the reasonable adjustments the academy makes to ensure all scholars' needs are met to the best of the academy's ability.
- We aim to ensure parents and carers are kept up to date and suitably informed at all times.

#### 17.4. Suspension

The decision to suspend a scholar for a fixed term may be taken in response to breaches of the Academy's behaviour policy. The decision to issue a suspension will be made by the Headteacher or in their absence, the most senior leader present in academy in collaboration with the Vice Principal and Assistant Principal.

Examples of behaviour that may lead to a suspension include the following:

- verbal abuse of staff or scholars
- physical abuse of staff or scholars
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances
- theft
- serious actual or threatened violence against another scholar or a member of staff
- sexual abuse or assault
- carrying and / or supplying an illegal substance
- carrying an offensive weapon\* or banned item
- arson
- persistent poor behaviour contrary to acceptable behaviour outlined in the academy behaviour policy
- bullying, including cyber-bullying.

\*A weapon is defined as any item made or adapted for causing injury.

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher, Vice Principal or Assistant Principal judges that suspension is an appropriate sanction. Suspension will always be applied for the shortest time deemed possible as the academy recognises the impact missed days has on the long-term educational progress of the scholar/s involved.

Suspensions will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- lateness or truancy
- breaches of academy rules on uniform or appearance, except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer.

The Headteacher may suspend a scholar for one or more fixed periods which do not exceed a total of 45 academy days in any one academy year.

Once the decision has been made to suspend, a scholar will only be sent home once contact has been made with parents/carers and where it is clear that the scholar will be returning to a place of safety. Work will be accessible on Epraise for 1 day suspensions. Work will be provided via various platforms and communicated with the scholar if the suspension exceeds 1 day. In circumstances where there have been difficulties contacting the parent/carer of a persistently disruptive scholar, and where the scholar remaining in the academy would compromise the safe and efficient running of the academy, an agreement may be reached whereby a text being sent home will be regarded as sufficient consent for a scholar to be sent home.

For a suspension of longer than 5 days, the academy will arrange full-time alternative educational provision from the sixth day of exclusion.

Before the end of any suspension, parents / carers will be invited to attend a reintegration meeting at the academy with their son/daughter. The purpose of the meeting is to ensure that the scholar understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The academy will consider all further support if needed to help the scholar, including referral to the behavioural/pastoral support team within the academy for a behaviour support programme / positive intervention, or to external agencies if appropriate.

During the first five days of any suspension, the parents of an excluded scholar must ensure that they are not present in a public place during normal academy hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The Academy will ensure the Assistant Principal/SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist etc.

#### 17.5. Permanent Exclusions

The decision to issue a permanent exclusion is made solely by the Headteacher, or acting Headteacher if the Headteacher is off site.

Permanent exclusion is an extremely rare sanction at the academy and always avoided wherever possible. The decision to permanently exclude is taken only:

- (a) in response to serious breaches to the academy behaviour for learning policy **and**
- (b) if allowing the scholar to remain would seriously harm the education or welfare of that scholar or others at the academy.

A scholar may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the academy has exhausted all available strategies for dealing with the scholar and is a last resort.

There may be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a scholar for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another scholar or a member of staff
- sexual abuse or assault
- serious bullying, including cyber-bullying
- possession of an illegal substance and/or supplying an illegal substance



- carrying an offensive weapon.

**This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.**

The Academy operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to scholars in assemblies, on the academy website and information guides. Any scholar who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site may be permanently excluded. A scholar found in possession of these items on site also runs the risk of permanent exclusion.

#### 17.6. Investigation prior to a PEX

Any investigation of the incident will be carried out in accordance with DFE guidance. The scholar at risk of Permanent exclusion will be given the opportunity to have his / her say wherever possible.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence
- The scholar's previous behavioural record (for a PEX related to ongoing disruptive behaviour)
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
- Support provided
- The wider Behaviour Policy, SEND Policy and Equality Law obligations

The decision to permanently exclude a scholar is not taken lightly and the Headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegations
- allow and encourage the scholar to give their version of events (with appropriate support to do so when needed)
- keep a written record of the actions taken including the signed statements of witnesses
- ensure SEND expert advice has been taken into account
- ensure that parents/carers have been kept informed throughout the process.

The standard of proof applied when deciding to permanently exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

#### 17.7. The Headteacher's Decision

The decision to issue a permanent exclusion will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the academy's behaviour policy, **and** where allowing the scholar to remain in academy would seriously harm the education or welfare of the scholar or others in the academy.

#### 17.8. The Governors' Behaviour Committee and the Appeal Process

The academy has a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to suspensions/permanent exclusions. The Behaviour Committee consists of at least 3 members of the LGB.

The governing board will consider the reinstatement of an excluded scholar within 15 academy days of receiving notice of the suspension/permanent exclusion if:

- the exclusion is permanent;
- it is a suspension which would bring the scholar's total number of academy days of exclusion to more than 15 in a term; **or**
- it would result in a scholar missing a public examination or national curriculum test.

If a scholar has been permanently excluded, the governing board will meet to consider reinstating the excluded scholar. They will consider the interests and circumstances of the excluded scholar, including the circumstances in which the scholar was excluded, and have regard to the interests of other scholars and people working at the academy. The governing board will also consider any representations made by or on behalf of parents and the head teacher. In the light of its consideration, the governing board will either:

- decline to reinstate the scholar; **or**
- direct reinstatement of the scholar immediately or on a particular date.

For suspensions where a scholar would be suspended for more than five but less than 15 academy days in the term, if the parents make representations, the governing board will consider within ?? **(was 50 days in 2022 version but do you want to change this to 30 days?)** academy days of receiving the notice of exclusion whether the excluded scholar should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the scholar. **This needs checking and confirming due to DFE changes/guidance**

Where a suspension would result in a scholar missing a public examination or national curriculum test, the board will make every effort to consider the suspension before the date of the examination or test. In such cases, parents still have the right to make representations to the governing board and will be made aware of this right.

Parents / carers have the right to appeal the decision to suspend their son/daughter. This process is common across United Learning and is different for different levels of suspension.

In the case of a permanent exclusion where the governing board decides not to reinstate the scholar, the governing board will notify parents of the fact that the exclusion is permanent. They will inform parents of their right to ask for the decision to be reviewed by an independent review panel and explain the date by which an application for a review must be made (i.e. 15 academy days from the date on which notice in writing of the governing board's decision is given to parents), where and to whom an application for review (and any written evidence) should be submitted.

#### 17.9. Informing parents / carers

Following any decision to suspend/permanently exclude, the Headteacher will inform parents/carers, putting the decision to suspend/permanently exclude in writing and stating the date the suspension/permanent exclusion takes effect.

The letter will also explain:

- the circumstances leading up to the decision to suspend/permanently exclude
- why the Headteacher decided to suspend/permanently exclude the scholar
- the arrangements for enabling the scholar to continue his/her education including setting and marking the scholar's work
- the parent's right to see and have a copy of their child's record
- the parent's responsibilities to ensure their child is not in a public place in academy hours during the first five days of a suspension/permanent exclusion
- if the suspension is for a fixed period, the length of the suspension and the date and the time the scholar should return to the academy
- the arrangements for a parent meeting at the end of the suspension to discuss the process of reintegration

- where relevant, the parent's right to appeal to the Governors' Behaviour Committee and the appropriate timescales and mechanism for that to happen as well as the fact that the governors will meet to review the decision

#### 17.10. Behaviour outside the Academy gates

Our suspension/permanent exclusion and behaviour policy cover behaviour not only within the Academy but outside the Academy. We will sanction scholars, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a scholar is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academy
- wearing our academy uniform, or in some other way identifiable as a Nova Hreod Academy scholar
- or for behaviour which at any time:
  - could have repercussions for the running of the Academy, or
  - poses a threat to another scholar or member of the public, or
  - could bring the Academy into disrepute.

Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another scholar, or member of the public or could bring the Academy into disrepute.

#### 17.11. Leaving the Site

There are five circumstances where a scholar may be required to leave the Academy site with the authorisation of the Headteacher/Vice Principal/Assistant Principal:

- where a decision has been made to suspend.
- where a scholar has committed a serious criminal offence outside the jurisdiction of the academy and it is determined by the Headteacher, Vice Principal or Assistant Principal that it is in the interests of the community for the scholar to be educated off-site while investigations take place. (This is not necessarily a suspension although a suspension may be deemed appropriate by the Headteacher in such circumstances.)
- where, for medical reasons (such as contagion, risk to an unborn child), the presence of a scholar represents a serious risk to the health or safety of other scholars or staff. This not a suspension.
- if a scholar is given permission by the Headteacher, Vice Principal or Assistant Principal to leave the premises briefly to remedy a breach of the academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence.
- where there is good reason to believe that a scholar is carrying an item which is not allowed onto the site, such as an illegal substance or an offensive weapon and they refuse to be searched. In this circumstance the scholar can be refused entry. This is not a suspension but an unauthorised absence in the first instance, which could lead to suspension following a full investigation.

### 18. Managed Moves

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the scholar. This may be offered as part of a planned intervention.

### 19. Allegations against staff

Any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the Child Protection/Safeguarding Policy.

## 20. Malicious accusations against staff

Nova has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations against staff, other pupils or other individuals up to and including suspension/exclusion.

## 21. Monitoring and Review

Nova will evaluate the effectiveness of the behaviour policy to ensure any learning points can be included in staff training or PSHE lessons for students, and where necessary will implement changes to the behaviour policy.

## Conduct in Academy

(including to and from academy)

	Level 1	Level 2	Level 3
Uniform	Incorrect uniform or missing equipment	Repeated uniform infringement, refusal to borrow equipment or repeated missing equipment	
Home study and Exams	Failure to complete Home study or hand it in on time or refusal to complete an examination or assessment		
Defiance	Deliberate rudeness	Disruptive or defiant behaviour around the academy	Severe, persistent or complete defiance around the academy
Punctuality	Late to academy/lessons		
Out of Bounds	Being in an area that is out of bounds		
Verbal Abuse	Speaking disrespectfully to a member of staff or scholar	Offensive or abusive language	Extreme and deliberately offensive verbal abuse, direct swearing, harassment or bullying
Vandalism	Dropping litter	Minor vandalism, deliberately damaging property, Repeated littering or failure to attend Community Service	Major vandalism/arson
Truancy	Truancy/leaving lesson without permission/refusing to go to a lesson	2 <sup>nd</sup> instance of truancy, truancy off site/Leaving site without permission	
Fighting	Unintentional injury caused to another (play fighting)	Instigating a fight, unprovoked fight	Serious unprovoked physical assault. Serious aggressive outburst, dangerous behaviour to self or others.
Reflection		Refusal to attend Reflection. Returning to the lesson after leaving Reflection.	

		Failure to meet expectations in Reflection (after warnings and support)	
Eating out of bounds		Repeatedly eating in an area not permitted	
Running	Running inside the academy building	Repeatedly caught running inside the academy building	
Theft		Theft	Major/significant theft.
Banned substances		Being found in possession of alcohol, cigarettes/smoking or drinking on site for the first time	Repeated incidence of smoking or drinking alcohol on site
Drugs		Being found in possession of drugs for personal use	Taking drugs on site or dealing drugs on site.
Discrimination/Extremism	Unintended/misunderstood Racist/Sexist/Homophobic incident	Racist/Sexist/Homophobic incident. Expressing extremist views.	Serious extremist behaviour
Malicious Allegations		Malicious/unfounded allegation against a member of staff	
Weapons			Bringing an offensive weapon on to the academy site
Bringing the academy into disrepute		Bringing the academy into disrepute	Bringing the academy into serious disrepute
In class behaviour	Eating/drinking in class (includes chewing gum), Refusing to work, low level disruption, low level distraction, Talking over peers/teacher in a lesson, minor graffiti e.g. doodling on or drawing on work, not in SLANT or not SHAPE-ing answers following clear instruction, anything that slows down learning	Highly disruptive behaviour which causes an extended interruption to teaching, High level defiance i.e. intimidatory behaviour or arguing back (a number of students may need clarification to accommodate need), abusive or offensive language, highly disrespectful speech to a peer or staff member, deliberate damaging of equipment or property or vandalism,	Dangerous or violent behaviour

		anything that causes risk	
	<b>Level 1 Sanctions</b>	<b>Level 2 Sanctions</b>	<b>Level 3 Sanctions</b>
	<ol style="list-style-type: none"> <li>1. Strike on Conduct Card</li> <li>2. In class warning</li> <li>3. 2<sup>nd</sup> in class warning – referral to Reflection</li> <li>4. Informing parents</li> <li>5. Discussion with the scholar</li> <li>6. Written/Verbal apology</li> <li>7. Replacing property</li> <li>8. 15/30-minute detention</li> <li>9. 45-minute detention (KS3 home study)</li> <li>10. Exam re-sit</li> <li>11. 75-min detention (KS4 home study)</li> <li>12. Community Service</li> </ol>	<ol style="list-style-type: none"> <li>1. Written/Verbal apology</li> <li>2. Referral to Reflection</li> <li>3. Restorative Justice</li> <li>4. Parental Meeting</li> <li>5. Community Service</li> <li>6. 30-minute detention</li> <li>7. 45-minute detention</li> <li>8. 55-minute detention</li> <li>9. 1 day suspension</li> <li>10. 2 day suspension</li> <li>11. 5 day (when on ISP) suspension</li> </ol>	<ol style="list-style-type: none"> <li>1. 3 day suspension</li> <li>2. 4 day suspension</li> <li>3. 5 day suspension</li> <li>4. Permanent Exclusion</li> </ol>

## Appendix B

### Intensive Support Programme: Stage 1

- The Vice Principal, Assistant Principal (Head of The Hub), Deputy Designated Safeguarding Lead and Assistant Principal (Inclusion) meet weekly to review records of the most challenging students. There are also frequent meetings with the Headteacher to discuss these scholars.
- If a student is displaying defiant and/or aggressive behaviour and is not responding to the early interventions provided, they will be considered for the 'Intensive Support Programme'.
- Once a placement has been agreed, the student and parent will be invited to a meeting to discuss the justification for placement on to the Intensive Support Programme

When a pupil is placed on Stage 1 of the Intensive Support Programme, there are a range of possible actions to support them. These will be discussed at the Placement meeting and used as appropriate. All actions will be recorded and an ISP file created.

The following will be discussed and actioned:

1	<b>Discussion about FAP for Managed Move where appropriate</b>
2	<b>The following points will be checked:</b> <ul style="list-style-type: none"><li>• <b>Attendance</b> – agree any actions needed</li><li>• <b>Punctuality</b> – agree any actions needed</li><li>• <b>Timetable</b> – RAG each lesson, identify issues and consider set or tutor group change</li><li>• <b>Break and lunch time</b> arrangements – offer alternatives where appropriate</li><li>• <b>Detentions</b> – discuss strategies to ensure attendance and completion</li><li>• <b>Medication</b> requirements – check times and dosage</li><li>• <b>Uniform</b></li><li>• <b>Equipment</b></li><li>• <b>Literacy and Numeracy Levels</b> – additional testing to be arranged if necessary and support implemented depending on results from tests</li></ul>
3	<b>Supportive Interventions:</b> The following options will be discussed to determine what is most appropriate: <ul style="list-style-type: none"><li>• Breakfast Club</li><li>• Soft start</li><li>• Program of interventions</li><li>• Sessions with SSS</li><li>• Listening Service</li><li>• Ed Psych</li><li>• TAMHS</li><li>• Trailblazers</li><li>• PSP</li></ul>
4	<b>Early Help:</b> <ul style="list-style-type: none"><li>• <b>E.H.R</b> – ensure an E.H.R has been completed or updated within the last 6 months</li><li>• <b>TAC</b> – check all actions appropriate to the school are in place</li><li>• <b>Consent</b> – ensure data consent sharing form has been signed within last 12 months giving permission to the school to share information and to have discussions with Early Help Partners within Swindon</li></ul>
5	<b>Review:</b> <ul style="list-style-type: none"><li>• Review all actions from the meeting</li><li>• Set deadlines for completion on all new actions</li></ul>



	<ul style="list-style-type: none"> <li>• Confirm Key Worker (this will usually be the House Manager)</li> <li>• Contract – parent/carer and students sign the contract confirming placement on ISP and attendance at the meeting</li> </ul>
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At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

If there is no improvement in behaviour and there is a need to issue a suspension then this will be issued within the ISP protocol, the student will receive a 5 day suspension and move up to the next stage of the ISP.

If the student goes through a four week period without a suspension, they may be removed from the Intensive Support Programme and their parents would be informed.

### Intensive Support Programme: Stage 2

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 2 of the ISP. They will receive a five day suspension.
- The re-integration meeting will be conducted by the Assistant Principal and the relevant House Manager.
- A Stage 2 re-integration meeting template will be completed and added to the student's file.

The following actions will be carried out at Stage 2 and discussed during the reintegration meeting:

	<ul style="list-style-type: none"> <li>• <b>Re-visit</b> actions from Stage 1</li> <li>• Referral to FAP if appropriate</li> <li>• Identify and agree <b>in-class support</b> where appropriate</li> <li>• Discuss further <b>amendments to timetable</b> if appropriate</li> <li>• Identify and agree <b>peer support</b> if appropriate</li> <li>• Arrange <b>careers meeting</b> if appropriate</li> <li>• <b>Meet with teachers</b> to discuss needs</li> </ul>
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At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

If there is no improvement in behaviour and there is a need to issue a suspension then this will be issued under the ISP protocol, the student will receive a 5 day suspension and move up to the next stage of ISP.

If the student goes through a four week period on Stage 2 without a suspension they may be moved back down to Stage 1 of the ISP and their parents would be informed.

### Intensive Support Programme: Stage 3

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 3 of the ISP. They will receive a five day suspension.
- The re-integration meeting will be conducted by the Assistant Principal and House Manager

The following actions will be carried out at Stage 3 and discussed during the reintegration meeting:

1	<ul style="list-style-type: none"> <li>• <b>Re-visit</b> actions from Stage 2</li> <li>• <b>SLT Mentor allocated</b></li> <li>• Arrange <b>visit to College / training provider</b> or similar to identify possible support for aspirations</li> <li>• Analyse and assess the pupil's hobbies and interests to see if an extra-curricular club can be arranged</li> <li>• Consider <b>adjustments to timetable</b> if needed (review every two weeks and form to be signed)</li> <li>• Identify areas of 'catch-up' that may be required and arrange for this to happen</li> </ul>
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At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions.

If there is no improvement in behaviour and there is a need to issue a suspension then this will be issued under the ISP protocol, the student will receive a 5 day suspension and move up to the next stage of the ISP.

If the student goes through a four week period on Stage 3 without a failed Reflection or an FTE, they may be moved back down to Stage 2 of the ISP and their parents would be informed.

#### Intensive Support Programme: Stage 4

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 4 of the ISP. They will receive a five day suspension.
- The re-integration meeting will be conducted by the Vice Principal and the Assistant Principal.
- The meeting will be minuted.

The following actions will be carried out at Stage 4:

1	<ul style="list-style-type: none"> <li>• Consider <b>adjustments to timetable</b> if needed (review every two weeks)</li> <li>• <b>Meeting 1:1</b> with all <b>teachers</b> where student has identified <b>issues</b> to discuss how best the teacher can support the student to be successful</li> <li>• Identify additional support package for catch up if required</li> <li>• Review of engagement with SLT Mentor</li> <li>• Review engagement and success on all interventions offered – consider what else can be offered depending on academy partnerships and Local Authority initiatives</li> <li>• Student to meet with Vice Principal</li> </ul>
2	<b>Vice Principal and Assistant Principal</b> to meet with the <b>Headteacher</b> to discuss all stages and actions
3	Contact <b>Exclusion and Reintegration Team</b> to inform them that the student has reached ISP4
4	Send ISP4 statement to <b>Regional Director</b>

If there is no improvement in behaviour and there is a need to issue a suspension then this will be issued under the ISP protocol, the student will receive a 5 day suspension and move up to the next stage of the ISP.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. If the pupil goes through a four week period on Stage 4 without a suspension, they may be moved back down to Stage 3 of the ISP and their parents would be informed.

## Intensive Support Programme: Stage 5

- If an incident of serious disruption or defiance reoccurs, the student will be moved to Stage 5 of the ISP. They will receive a five-day suspension
- A Stage 5 ISP Hearing will be held with the Headteacher and/or Vice Principal/assistant Principal. A Governor will attend. At the meeting, a Final Warning will be given – both verbally and in writing. The student will be told that a further serious incident may lead to a Permanent Exclusion.
- The meeting will be formally minuted.
- The Vice Principal will contact the Exclusion and Reintegration Team to pre-warn them that an academy student is at risk of Permanent Exclusion (PEX).
- A pre-meeting will be held between the, Headteacher, Vice Principal and Assistant Principal to review paperwork. This will also be sent to the Governor attending the meeting.

The following actions will be carried out at Stage 5:

1	The meeting will follow the same format as an ISP 4 meeting. <ul style="list-style-type: none"><li>• Make a referral to Fernbrook for the 'Care package'</li></ul>
2	The Vice Principal will meet with the Headteacher to discuss all stages and actions.
3	The Vice Principal will contact the <b>Exclusion and Reintegration Team</b> to inform them that the student has reached ISP5 and received a final warning

If there is no improvement in behaviour and there is a need to issue a suspension then this will be issued under the ISP protocol and the Headteacher will meet to discuss a possible permanent exclusion. A discussion will take place with the Regional Director.

The Local Authority will be consulted to discuss if any alternative to permanent exclusion can be found.

At every stage of the Intensive Support Programme, leaders will seek to support the student and deescalate sanctions. If the pupil goes through a four week period on Stage 5 without a suspension, they may be moved back down to Stage 4 of the ISP and their parents would be informed.

## Appendix C

### Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Nova Hreod Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all scholars to have the best possible chance to reach their potential in our Academy. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every scholar with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

#### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, House Manager and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the scholar, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Student Support and Behaviour may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and House Manager will create a specific Learning Plan for the scholar. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the scholar to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the scholar's personal plan, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and House Manager may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a scholar's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the scholar. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Movement/Sensory or reset card	Shorter length for homework detention (40 minutes rather than 55 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)

Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day if this is at all possible

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a scholar is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**

## End Bullying now!

- Treat everyone with respect and positivity
- Celebrate diversity
- Report any bullying or abuse to an adult
- Feel empowered. Help where help is needed without fear of criticism
- Be safe online and report cyber bullying
- We will not be complicit in our actions; ignoring and not addressing any bullying we see, or worse, joining in to avoid being bullied yourself

***"Together we are stronger"***



Nova Hreod Academy seeks to establish a positive ethos in our school, devoted to creating an environment where both staff and scholars feel safe, and are able to flourish academically and personally in an aspirational and supportive environment. In order to achieve this, we are taking a stand against bullying with the intent to reduce and eradicate, wherever possible, instances in which scholars are subject to any form of bullying.

## End Bullying now!

### WHAT IS BULLYING?

Bullying is **REPEATED** negative behaviour with intent to cause someone harm, whether that is physical or emotional

### Forms of bullying

- **Physical** – hitting, kicking, taking another's belongings
- **Verbal** – name calling, insulting, making offensive remarks
- **Social/non-verbal** – excluding, offensive gestures, unpleasant notes
- **Emotional** – personal comments, graffiti, making one feel isolated/unhappy
- **Sexist bullying** – harm towards another pupil or intentionally making them unhappy because of their sex or because they may not be perceived to conform to typical gender norms.
- **Sexual harassment** – Unwanted behaviour of a sexual nature which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them
- **Cyber bullying** – the use of electronic communication to bully a person
- **Racial bullying** – bullying that focuses on race, culture or ethnicity
- **Homophobic, biphobic or transphobic bullying** – directed at someone who is or is perceived to be LGBTQ+.

**"DON'T BE A BYSTANDER, BE AN UPSTANDER"**



## End Bullying now!

### WAYS TO BE AN UPSTANDER



### HOW TO SUPPORT A FRIEND

- Thank them for confiding in you
- Say “in your own time, tell me what’s been going on?”
- Allow them to come up with their own solutions
- Seek support from an adult



## End Bullying now!

### WHAT TO DO IF YOU ARE BEING BULLIED?

- Report it. Talk to someone in the Hub, a teacher, parent or close friend
- If confiding in someone is too daunting use Epraise to initiate support
- Do not retaliate to bullies – this may be hard and will require integrity. If you can safely challenge, let them know that what they are doing is wrong and they are being hurtful towards you and others
- Keep calm and seek support
- Keep speaking up until someone listens
- **It may be difficult but it is important that we DON'T SUFFER IN SILENCE – there are people that want to help you!**

