



Nova Hreod Academy

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Part of United Learning

Behaviour Policy 2026-2027

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1. Introduction

At Nova Hreod, learning is at the centre of everything we do. We believe that, in order to give our students the best possible chance of success, we must provide a learning environment where every person in the school community feels safe, valued and free to focus on their learning. We believe that every student has the potential to be exceptional. Achieving this requires pupils to work hard, act with kindness and strive for excellence at all times.

We are committed to helping students develop the positive attitudes and habits that underpin success. Our behaviour policy exists to support students in recognising and addressing behaviours that do not lead to success, so that positive behaviours are consistently reinforced. Students learn to make responsible choices, regulate their behaviour and take ownership of their actions. Over time, these positive choices become habits that build the character and resilience needed for success both in school and beyond. By embedding a culture of mutual respect, great manners and responsibility, we create the conditions in which every student can thrive and realise their full potential.

Every student has the right to learn, achieve and feel safe in an environment free from disruption and bullying. We are unwavering in our commitment to maintaining the highest standards of behaviour. While there may be factors that influence behaviour, we are clear that behaviour which disrupts learning, compromises safety or undermines the wellbeing of others cannot be accepted. Consistency, fairness and high expectations are essential in creating the environment that every student deserves.

In applying this policy, Nova Hreod Academy takes full account of its duties under the Equality Act 2010, including consideration of protected characteristics and the need to make reasonable adjustments for pupils with special educational needs and disabilities. We also apply this policy in conjunction with our safeguarding responsibilities, ensuring that behaviour concerns are considered within the wider context of pupil wellbeing and safety.

2. Policy Implementation

Our policy aims to:

- promote positive student behaviour in order to maximise their opportunity to achieve
- ensure all students develop excellent learning habits that they need to be successful in school and in life
- realise and celebrate the potential of all students through promoting independence, high self-esteem, positive relationships and enabling students to reach their full potential
- create an environment in which students are enabled to become mature, self-disciplined, hardworking and able to accept responsibility for their own actions
- have a zero tolerance approach to bullying and work hard to create a positive and safe learning environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour



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- make reasonable adjustments for those pupils with special educational needs and/or disabilities. This will include those pupils with a medical diagnosis or Education Health Care Plan (EHCP) in place as well as pupils with identified additional needs who may require more SEND / pastoral support.

Our behaviour policy is founded on the principle that the classroom is where every student should be, learning without interruption. For this to happen, classrooms must be calm, safe and disruption-free, allowing teachers to teach to the best of their ability and students to learn effectively. This policy places clear responsibility on students to meet expectations and follow instructions, based on our firm belief that every student is capable of behaving well and achieving success. We are ambitious for our students, set the highest standards for them, and provide the support needed to meet those standards. Consistency and clarity are essential in ensuring fairness for all students and protecting everyone's right to learn.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, harassment and bullying in any form will not be tolerated at Nova Hreod, including online, or outside of school. Our academy is values-driven with a great emphasis on students mastering the knowledge, understanding and skills to be academically and socially successful. To secure success, our students learn to be self-disciplined and make the right choices. Furthermore, the Academy is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

The responsibility for implementing, upholding and supporting this Behaviour Policy is shared across the academy community and is set out below.

All staff will:

- implement the academy policy consistently and fairly throughout the school
- set and uphold high standards of conduct model positive behaviour and apply the policy in a way that promotes a calm, respectful and purposeful learning environment.

The senior leadership team will:

- ensure the behaviour policy is understood, adhered to and applied effectively across the academy
- implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.
- be highly visible and engage with all stake holders in setting and maintaining a behaviour culture.
- communicate expectations to students, including through daily roll call, assemblies, tutor time, and regular conversations with individual students.

Students will:

- students are responsible for meeting the behaviour expectations outlined in this policy and for upholding the academy values of Hardwork, Kindness and Excellence. This includes, but is not limited to:
- Always adhere to the Nova Way:
 - I follow staff instructions – first time, every time
 - I am always in the right place, at the right time, doing the right thing



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- I treat all members of our community and the school environment with kindness and respect.
- I always have the required equipment, wear my uniform correctly and am ready to learn
- I work hard without disrupting other students' learning.
- I take pride in the quality and presentation of my work.

In applying this policy, the school will:

- take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability.
- take an anticipatory, proactive approach to supporting pupils with additional needs, ensuring staff understand how inclusive practice and reasonable adjustments help pupils meet the same high behavioural standards.
- take into account the needs of pupils with special educational needs, ensuring adaptations support access rather than reduce expectations, so that all children can participate fully in school life.
- have regard to its safeguarding policy where appropriate.
- Ensure all decisions regarding behaviour and sanctions prioritise the safety and welfare of pupils and staff

Working together with Families

Parent and carers play a vital role in supporting good behaviour and maintaining high standards. Parents are encouraged to familiarise themselves with the academy's behaviour policy, engage positively with the life and culture of the school, and work in partnership with staff when behaviour concerns arise.

At Nova, we value strong and constructive relationships with parents and carers. We expect parents to support the academy's values and expectations in matters including attendance and punctuality, behaviour and conduct, uniform, standards of academic work, participation in extra-curricular activities and the completion of homework, both in and outside of school. In the event of any behaviour issue, Nova Hreod Academy will liaise closely with parents and where practical and, if relevant, other local or national support agencies.

Communicating the policy

The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- **Staff Training:** all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.
- **Standardised display:** all classrooms display consistent behaviour posters to ensure that students are constantly reminded of what is expected of them.
- **Assemblies:** these are used as an opportunity to reinforce high expectations of behaviour to students and to react to any particular issues that may arise.
- **Home-school agreement:** This is signed by all students before they join the Academy and reinforces to students and parents key messages about standards of behaviour and items that are banned from the Academy.



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- Student induction and reinduction: this helps students to understand what is expected of them at all times as well as the 'why' behind what we do to ensure that students see the link between behaviour in school and our outcomes.
- Academy website: this has a copy of the behaviour Policy.

3. Behaviour Expectations

The way pupils behave within schools reflects the school's culture and ethos. We want all pupils at United Learning schools to feel a sense of belonging, to want to do the right thing because it is the right thing to do, which helps make the school a positive place for all students.

Punctuality and attendance

Pupils should:

- arrive on time to the academy each day.
- arrive at their lessons on time.
- aim for 100% attendance and punctuality.

Behaviour and conduct

At Nova, we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption-free learning in their classes disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn- to ensure that all students have the best chance of success.

The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

The school takes a positive approach to managing behaviour. Reward and recognition are at the centre of our strategy. The importance of collaborative relationships between school, students and parents is critical.

Pupils are inducted into our behaviour policy when they join the school through assemblies, roll call announcement, practice sessions and tutor time presentations. In all year groups pupils are reminded regularly about our standards and expectations through assemblies, roll calls and tutor sessions. Relationships are important, children who join us as in-year admissions are inducted through an induction with their Year Manager who is their key adult. There are re-induction sessions each half term reinforce and practice the expectations.

These expectations apply to all pupils. Most pupils will meet them without additional support; some may need these expectations taught, rehearsed or adapted through reasonable adjustments so they can succeed. This is part of our inclusive approach and is always planned case-by-case. High expectations remain the same for all pupils; reasonable adjustments simply ensure every pupil is able to access and practise those expectations successfully.

At all times in school, students should:

- Always adhere to the Nova Way:
 1. I follow staff instructions – first time, every time



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2. I am always in the right place, at the right time, doing the right thing
3. I treat all members of our community and the school environment with kindness and respect.
4. I always have the required equipment, wear my uniform correctly and am ready to learn
5. I work hard without disrupting other students' learning.
6. I take pride in the quality and presentation of my work.

These expectations are displayed in each classroom and are referred to and reinforced with student assemblies, in student induction and re-induction.

- ensure that all electronic devices such as phones and tablets are out of sight (at the bottom of a school bag) and switched off in school and that headphones are out of sight.
- refrain from bringing banned items or items of high value into the academy (the academy does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent and adhere fully to the uniform in the uniform expectations set out in the parent handbook.
- ensure they have all the correct equipment for school as outlined in the uniform and equipment section of the parent handbook.
- limit eating and drinking to designated areas and dispose of litter and food waste in the bins provided
- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all pupils' needs across the Academy
- follow instructions given by members of staff first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health, safety or wellbeing (i.e. bullying).
- never use a phone or other electronic device to record another student or member of staff and never forward any photo or film of another student or staff member they receive
- ensure that toilet visits are taken during break or lunch

Moving safely around the Academy

Students should:

- when in the buildings walk quietly on the left, with pace and purpose, ensuring they are not blocking the way of any other members of the Academy community
- ensure that they always wear the full, correct uniform smartly
- be courteous to staff, other pupils, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted at once
- not congregate in large groups at social/unstructured times
- be silent and attentive when lining up as a year group and being addressed by member of staff
- never behave in a manner which could be seriously detrimental to their own or others' safety/health/wellbeing
- adhere to all temporary adjustments in place to protect the safety and welfare of themselves and others; social distancing policies for example



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Behaviour for learning in class and in relation to home study

Students should:

- Silently enter the classroom when directed to by a teacher in a calm, orderly manner sitting in the seating plan devised by the teacher and immediately commencing the 'do now' task
- Follow the Nova Quality Audience routine and listen attentively when a staff member is addressing the class
- Refrain from calling or shouting out
- Be equipped: appropriate bag, PE kit, stationery and materials for lessons
- Refrain from consuming any food or drink (apart from water) in or around the Academies site other than at break and lunch times; this includes energy drinks, sweets and chewing gum
- Ensure that toilet visits are taken during break or lunch unless the pupil has a medical condition, in which case a toilet pass will be issued by the appropriate member of the SLT or the SENDCO (reasonable adjustment). A current, signed medical evidence provided by a medical professional must be provided to be considered for a toilet pass
- Take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, student corrections in green pen, dates and handwriting clearly legible
- Work to the very best of their ability in each lesson showing focus and diligence
- Ensure that all homework tasks are attempted and completed to the best of their ability
- Seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty. Support must be sought well in advance of homework deadlines
- Remain calm and cooperative when staff are speaking to them
- Not answer back when spoken to by a member of staff

In the community and when representing the Academy in public settings

Students are expected to:

- demonstrate an appropriate standard of conduct on their journey to and from the Academy and in any situation where they are ambassadors for the Academy. Arrive at and leave the academy in full uniform
- demonstrate politeness and courtesy at all times , using polite and appropriate language and communication
- use public transport, cycle lanes / pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public/wider community and ensure that public areas and property are treated respectfully

4. SEND and Safeguarding Considerations in Behaviour Responses

The school maintains high expectations for the behaviour of all pupils, including those with SEND. We recognise our duties under the Equality Act 2010 and will make reasonable adjustments to the way expectations are taught, supported or reinforced so that pupils with SEND are not placed at a substantial disadvantage.



Where sanctions are required, we will not lower our expectations of behaviour for pupils with SEND. Instead, we may adapt the format, timing or delivery of a sanction where this is necessary to ensure fairness, while still holding pupils accountable for their actions.

Staff will always consider whether a pupil's behaviour may reflect an underlying need, unmet SEND, trauma or safeguarding concern. The SENDCo and, where appropriate, the Designated Safeguarding Lead, will be consulted before significant sanctions are applied. Any reasonable adjustments made will relate to access (not the standard expected) and will be recorded and reviewed.

These considerations help ensure that our behaviour responses are lawful, proportionate and supportive, and that all pupils are able to thrive within our school community.

Additional Support and Understanding Behaviour

Additional support may be used to help pupils meet behaviour expectations, such as pastoral mentoring, targeted interventions, or external agency involvement.

Staff will consider whether behaviour on a particular occasion may have been affected by SEND or unmet need, and where it is appropriate and lawful to apply a sanction, will also consider whether any adaptations are required to ensure the sanction is fair and accessible.

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

Adaptations / Reasonable Adjustments

At Nova Hreod we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (see Appendix A).

Considering whether a student may have unidentified SEND

Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach (see SEND Information Report / SEND Policy and Appendix A for further information.) A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

Safeguarding Considerations

Staff always consider the context and motive of a pupil's behaviour and whether it raises concerns for the pupil's welfare. Any concerns that a pupil may be at risk of harm will be referred to the Designated Safeguarding Lead without delay.



5. Behaviour policy: specific matters

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 the academy. There are clear policies and processes in place to deal with incidents of peer-on-peer abuse.

Pupils who feel they are being bullied either in or outside school by another pupil can report it to any member of staff. This also applies to parents/carers, who are encouraged to report any incidents of bullying.

A thorough investigation will take place of any reported incidents of bullying. Any pupil seen to be the perpetrator of bullying will be sanctioned in line with this policy and the Anti-Bullying Policy. Sanctions range from restorative justice meetings to permanent exclusion. Please also see our Safeguarding Policy.

We recognise that pupils with SEND may be more vulnerable to bullying or may find it harder to report concerns. Staff will take particular care to ensure safe reporting routes and appropriate follow up for these pupils.

Please refer to our Anti-Bullying Policy which sets out measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. This links to our Safeguarding policy available on the Nova Hreod Website.

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. Pupils whose behaviour falls below expectations will be sanctioned. Academy staff will challenge all inappropriate language and behaviour between pupils.

Contextual Safeguarding

Academy staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of the Academy, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Academy staff will consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

Social Media and behavior incidents online

The same standards of behaviour are expected online as apply offline – everyone should be treated with kindness, respect and dignity. This applies to all forms of social media and the use of social media both for school purposes and for personal use that may affect the school, pupils or staff in any way.

Responsible use of social media policy

Actions and inappropriate behaviour committed using social media whilst not at school may be considered as a breach of the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, and/or could adversely affect the reputation of the school.

Pupils must not use social media to:



- cause damage to the school or its reputation (directly or indirectly)
- defame academy staff or any third party
- harass, bully or unlawfully discriminate against staff, other pupils or third parties
- make a false or misleading statement
- impersonate staff, other pupils or third parties
- express opinions on the school's behalf
- make use of the school's logos or trademarks
- Using photos of staff or students in online posts (including names of students and staff)
- Using AI to create deep fake images
 - of staff or students
- Using social media to bring the academy into disrepute
- Harassing staff or students through social media posts

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Any misuse of social media should be reported to safeguarding@novahreodacademy.org.uk

All staff are aware of the dangers of social media and pupils. Parents/carers can report any concerns they have to the school. Where an incident raises a safeguarding concern (for example, the sharing of nudes or semi-nude images and/or videos including AI content as deepfakes) the member of staff should refer the incident to the designated safeguarding lead (or deputy) in accordance with the school's Safeguarding Policy. 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.

Mobile phone policy

This school operates as a mobile-phone-free environment. Pupils are not permitted to use mobile phones or other personal devices with communication or internet capability at any point during the school day.

Mobile phones and personal devices must be switched off and kept out of sight from the moment pupils enter the school site until they leave at the end of the day. This includes before school, during lessons, between lessons, at breaktimes and lunchtimes, during transitions, and after enrichment activities while pupils remain on site.

Any mobile phone or personal device that is seen, heard, or used in breach of this policy will be confiscated and managed in line with the school's behaviour, sanctions and confiscation procedures. Confiscation will be lawful, reasonable and proportionate, and devices will be stored securely until they are returned.

There is no entitlement for pupils to access mobile phones during the school day. Silent mode, airplane mode, or use for learning activities is not permitted unless explicitly authorised by the school.

Reasonable adjustments will be made for pupils with disabilities, medical needs or exceptional circumstances where access to a device is essential (for example, where a pupil with diabetes requires a smartphone-linked glucose monitor). Any such adjustments will be agreed in advance and documented.

Improper use of mobile phones or personal devices, including refusal to comply with confiscation, is treated as a behaviour matter and will result in sanctions in line with the school's behaviour policy.

Procedure:



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- We operate a policy where if a phone is ‘seen, heard, or used’ then it will be confiscated and a sanction applied. This simply means that the phone/device will be confiscated if it is seen, heard or used in the academy or if it is not switched off and in their bag. Phones must be both switched off and in students bag. Please note that if a member of staff does not physically see the phone it can still be confiscated if they are sure the student has been using it.
- Students will be issued with a 90 minute SLT detention which takes place once a week on Fridays.
- We will regularly monitor phone usage. Where a student repeatedly breeches the mobile phone policy, additional measures will be put into place such as phones confiscated will only be returned to parents/carers.
- Phones must be put away before students enter the school gates and not accessed until they have left the site. This applies at all times students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished.
- Students will be able to contact home by approaching their Year Manager /Student reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in the Reflection Room. Refusal to go into the reflection room will result in further sanctions.

Drugs

The Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils 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 so -called ‘legal highs’, and any substance pertaining to be a drug. Over the counter and prescription medicine are dealt with in the Academy’s Supporting Pupils with Medical Needs Policy.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors and United Learning’s Regional Director.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy, the Substance Misuse Policy, and the Exclusion Policy. Permanent exclusion is a likely sanction for both use of and dealing in illegal drugs. Sometimes, it will also be necessary to involve the police. The Academy will discuss this and take advice as necessary. It is important to note that whilst the Academy may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. “dealing”) this does not in any way confer a criminal judgment or conviction.

The school will take advice as necessary and will work closely with families to facilitate access to support and any appropriate local services.

Any drugs, suspected drugs or drugs-related paraphernalia found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Usually the school will inform parents/carers when their child has been found to be involved with drugs, but where there are potential



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safeguarding issues we 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.

Prohibited Items and Searches

The following items are banned in the Academy and pupils may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- So-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug
- Stolen items
- Fireworks
- Stink bombs/water bombs
- Mobile phones, headphones or smartwatches (immediately confiscated if seen and returned to the student at the end of the day)
- Electronic devices which can be heard or are visible
- Aerosols
- Bandanas, masks or anything which could be utilised to conceal identity. Masks worn for health/medical purposes are allowed
- Hooded/sports sweatshirts
- Excessive jewellery
- Chewing gum
- Any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind
- 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 pupil)

Searches Without Consent

The school may search a pupil without their consent, and without parental consent, only for items that the law permits. These statutory prohibited items are:

- knives or weapons
- alcohol
- tobacco or cigarette papers
- controlled drugs and associated paraphernalia
- so-called “legal highs” or substances purporting to be drugs
- stolen items
- fireworks
- pornographic images
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property

Where a prohibited item is found, it will be confiscated immediately. The school will apply an appropriate sanction in line with this policy and will inform parents/carers as soon as practicable.



Searches With Consent

The school may search a pupil or their belongings with the pupil's consent for any item. Consent must be freely given; staff will explain the reason for the request and what is being sought.

Searches with consent may be conducted for any item banned under school rules (e.g. mobile phones, smart watches, electronic devices, aerosols, chewing gum, fizzy drinks). These items cannot be searched for without consent unless they meet the statutory threshold (e.g. an electronic device reasonably suspected to contain an illegal image or to be stolen).

A member of staff authorised by the Headteacher will conduct the search, with another member of staff present except in exceptional circumstances for example, if 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. Pupils must not be required to remove clothing other than outer garments (coats, blazers, gloves, scarves).

Staff will ensure the pupil's dignity is respected and that searches are calm, proportionate, and safe. Staff will attempt to resolve concerns through discussion before conducting a search.

Items found that are banned under school rules may be confiscated in accordance with this policy. Parents/carers will be informed where appropriate, and the school will determine any necessary educational or disciplinary response.

A pupil's possessions may only be searched in the presence of the pupil and another member of staff, except where there is a risk of serious harm if the search is delayed.

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.

Police Strip Searches

School staff must not conduct strip searches under any circumstances. Strip searches can only be carried out by the police. This is explicit in the DfE guidance.

Electronic Devices and Searches

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, 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 school rules. The school also reserves the right to inspect data¹ on any electronic device which is confiscated by a member of staff. The school 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.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Academy's Safeguarding Policy.

The Academy may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be

¹ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>



used to cause harm or may contain evidence in relation to a breach of the Academy Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the Academy can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and the Academy Policy, and may then sanction the pupil in accordance with this policy, where appropriate.

Confiscation

The school may confiscate any prohibited item found during a search and may confiscate any item, however found, that is harmful, unsafe, or detrimental to school discipline. Confiscation will always be lawful, reasonable and proportionate, taking account of the pupil's age, SEND needs, the nature of the item, and the circumstances in which it was brought into school.

Confiscated items will be stored securely and returned within a reasonable timeframe unless they are illegal, unsafe or required as evidence. Illegal items (such as weapons or controlled drugs) will be handed to the police. Items raising safeguarding concerns may be shared with external agencies following consultation with the DSL.

Where it is appropriate for an item to be returned, the school may require a parent/carer to collect it where this reinforces expectations or ensures safety. Confiscation will never continue longer than necessary, and pupils' property rights will always be considered.

Parents/carers will be informed of confiscations where appropriate, particularly where the item is dangerous, illegal, repeatedly brought into school, or where its removal is likely to have a significant impact on the pupil

Complaints

Restrictive Interventions, including Use of Reasonable Force

Staff may use reasonable force as a last resort to prevent a pupil from causing harm to themselves or others, committing a criminal offence, damaging property, or seriously disrupting the safe order of the school. Any use of force will always be proportionate, time-limited and the minimum necessary to reduce risk.

Our priority is prevention and de-escalation. Staff use calm, respectful communication and seek to support pupils to regulate before situations escalate. Restrictive interventions are never used as a sanction.

Where a pupil has known needs or vulnerabilities, reasonable adjustments and personalised strategies (outlined in behaviour support plans or positive handling plans) will be followed wherever possible before physical intervention is considered.

All significant incidents involving the use of force will be recorded by staff on the same day, and parents/carers will be informed as soon as practicable, unless doing so would place the pupil at risk of significant harm.

The school ensures that staff who may need to use restrictive interventions receive appropriate training and follow the statutory DfE guidance.

Suspected Criminal Behaviour

Nova Hreod Academy will consider the need to report to police and preserve evidence and whether a tandem report to children's social care is required. The DSL will take a lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence.



6. Rewards

At Nova Hreod Academy, we believe that high standards of behaviour, effort, attendance and character should be recognised and celebrated consistently. We are proud to be a school where students work exceptionally hard, demonstrate kindness towards others and strive for excellence every day. Our rewards system plays a vital role in reinforcing these positive behaviours and creating a culture where success is recognised, valued and shared.

We are committed to recognising students for doing the right thing. Positive recognition encourages pupils to repeat desirable behaviours, promotes a strong sense of belonging and achievement, and reinforces the values and expectations that underpin our school culture. Through a consistent and ambitious rewards system, we aim to develop students' self-confidence, motivation, character and enjoyment of school, whilst celebrating both academic achievement and personal growth.

Merits form the foundation of our rewards system and are awarded whenever students demonstrate our core values of [Hard Work](#), [Excellence](#) and [Kindness](#). There is no limit to the number of merits a student can receive, and every pupil has the opportunity to be recognised for their positive contribution to school life. Staff are expected to actively seek opportunities to celebrate success and acknowledge the efforts of our students.

The Academy rewards students in a variety of ways, including:

- Awarding merits in lessons for excellent effort, contribution, progress and achievement.
- Awarding positive character card signatures during social times, with each signature contributing towards rewards.
- Running weekly reward events and providing recognition for high-performing students and tutor groups.
- Issuing Hero Tokens that allow students to enter weekly, half-termly and termly prize draws.
- Organising half-termly reward experiences for students who accumulate high numbers of merits.
- Awarding certificates, postcards and other forms of recognition for achievement and success.
- Making positive 'Champion' calls home to celebrate student accomplishments and contributions.
- Recognising exceptional attendance, conduct, leadership and participation in wider school life.

The Academy recognises that some pupils may require additional support in meeting behavioural expectations, including those with SEND or other identified needs. Where appropriate, positive reinforcement, encouragement and tailored reward strategies will be used to support students in developing positive habits, improving behaviour and achieving success. Reasonable adjustments will be made where necessary to ensure all pupils have equitable opportunities to be recognised and rewarded.

Inclusive Rewards

We are committed to ensuring that rewards are accessible, meaningful and aspirational for all students. While some rewards have specific criteria, our approach is designed to ensure that every pupil has clear goals and



opportunities to achieve recognition through consistent effort, positive behaviour, excellent attendance and contribution to school life.

At the end of each term, the Academy celebrates student success through recognition events that acknowledge subject champions, tutor groups with outstanding attendance, merits and standards, as well as students who have achieved significant milestones or made exceptional contributions to the school community. In addition, an annual rewards event is held to recognise students in each year group who have demonstrated exceptional commitment to attendance, behaviour, effort and achievement throughout the year.

Our rewards system is fundamental to developing well-rounded young people with strong character and positive habits. By attending regularly, working hard, showing kindness and contributing positively to the wider life of the Academy, every student has the opportunity to be recognised and celebrated for their success.

7. Consequences or Sanctions

At Nova Hreod Academy, we believe that every student has the right to learn in a safe, calm and disruption-free environment. High standards of behaviour, respect and effort are essential to individual success and the positive culture of our school.

Where students fail to meet these expectations, appropriate consequences will be applied through the Academy's behaviour system. Consequences are used consistently and fairly to promote accountability, encourage reflection and support students in making positive choices

In applying consequences or sanctions, especially those with serious consequences, the Academy undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The behaviour of pupils with SEND will be responded to with 'reasonable adjustments' and additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any adaptations or reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Appendix A).

Behaviour outside of school premises

The Academy's behaviour policy can extend to activities outside the school day and off the school premises - or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.



The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

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 academies, pose a threat to another pupil, or member of the public or could adversely affect the reputation of the academies.

Detentions

Detentions are set for a number of reasons which may include (but are not limited to):

- Lateness to the Academy (pupils arriving later than 8.20am will be issued with a same day 30 min detention)
- Truancy
- Failure to submit homework to the required standard/on the required date
- Behaviour which falls below the standards expected of students' conduct
- Multiple signatures on the negative side on a character card
- Late to lesson
- Mobile phone -seen, heard, used
- Missing PE kit, Character card or Pencil case
- Lesson reflection
- Graffiti
- Repeat incidences of poor behavior or failing to meet expectations such as for repeat uniform infringements in a term
- Incomplete or missing homework (where possible these detentions are in the form of compulsory study sessions in a computer room- during Year 11 exam periods arrangements may be adjusted)

All detentions are run centrally by the Senior Leadership Team and vary in length. Parents are informed of such detentions by a text message from a member of the pastoral staff to ensure all support is in place to complete the detention successfully. Failure to attend the centralised detention will result in escalated sanctions.

90 Minute Detentions

A Senior Leadership Team (SLT) detention lasting 90 minutes can be assigned for pupils. This detention can be set for:

- Truancy (also 5 periods in the reflection room)
- Failing a centralised detention (also 5 periods in the reflection room)
- Failing to attend a centralized detention (also 5 periods in the reflection room)
- Failing to successfully complete time in the reflection room
- Failing to meet mobile phone expectations
- Vandalism
- Serious breaches of Academy rules
- Repeat behaviours for example multiple referrals to the reflection room, repeat uniform infringements across a term
- This is not an exhaustive list and the school can issue a 90 min detention as a sanction for serious or repeat behaviour or as sanctions for students involved in serious incidents.



Parents will be informed via text message by a member of the pastoral staff to ensure all support is in place to complete the detention successfully. Year Managers and SLT will review behaviour incidents and to issue SLT detentions each week. Failure to attend the SLT detention can result in direction to offsite educational provision or suspension and will always result in a repeat of the original sanction.

If a student is absent on the day they have a detention, the detention will be rolled to the next day until the sanction is complete.

When setting and organising detentions staff at the Academy will consider:

- The welfare of the child
- Access to toilet facilities during any detention
- Whether the child has caring responsibilities

24hrs notice or parental permission is no longer required to keep a student for a detention. Inconvenience to the parents/carers will not be a valid reason to rearrange a detention as long as the child has a means to get home safely which will be the Academy's underlying priority when setting and deciding on when the detention is to be completed. Where parents/carers do not agree for their child to make their own way home late, it will be their responsibility to pick their child up from the Academy or make alternative arrangements

If students are required to pick up siblings from another school, they will need to still attend their detention as all detentions are avoidable consequences. Parents will need to make alternative arrangements.

Detentions can only be rearranged by proof of a medical appointment. This must be submitted to the school. Parents should not come to school during the day to remove a student from detention or request for detentions to be changed.

The permitted times for detentions at the Academy are:

- Any Academy day when the pupil does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training days

The Academy will make reasonable adjustments for the thresholds outlined above as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need/disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academies' SENDCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the Academy sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders.

All Academy staff may issue detentions. To ensure consistency and fairness in their use, the process for using detentions is set out clearly and is well-known to all pupils and staff.

Reflection Room



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At Nova Hreod Academy, we are committed to ensuring that every student can learn in a calm, orderly and disruption-free environment. The Reflection Room forms part of our graduated behaviour system and is used when a student's behaviour repeatedly disrupts learning or when a more serious incident occurs.

In lessons, students are given opportunities to correct their behaviour before further consequences are applied. A student who fails to meet expectations will receive a warning. If expectations are not met again, a second warning will be given. A third incident within the same lesson will result in a referral to the Reflection Room.

Students referred to the Reflection Room will normally spend a minimum of three lessons and a social time there and will complete a 30-minute detention after school. Parents/carers will be informed, and students will take part in a restorative 'fix-it' conversation with the referring teacher before returning to lessons.

Students are set time in the reflection room for a number of reasons which may include (but are not limited to):

- Lateness to the Academy -if arriving after 8:20am but before 9am
- Truancy
- Disruption to learning
- Behaviour which falls below the standards expected of students' conduct
- Multiple demerit signatures on a character card
- Any hands- on behaviour which includes but is not limited to pushing, shoving, kicking, playfighting or taking a students' tie
- Wearing of uniform which breaches the uniform policy, this includes but is not limited to wearing of false eyelashes and piercings which do not meet the requirements set out in the uniform policy

In addition to this students who are suspected to have been involved in an incident which requires investigating may be placed in the reflection room whilst an investigation takes place.

Immediate Referrals

Some behaviours are sufficiently serious to warrant an immediate referral to the Reflection Room without prior warnings. These include, but are not limited to:

- Abusive, discriminatory or offensive language
- Dangerous, aggressive or violent behaviour
- Fighting
- Swearing
- Refusal to follow a reasonable instruction
- Failure to attend or complete a detention
- Refusal to hand in a prohibited item
- Throwing objects with intent to cause harm
- Throwing food or drink at another student
- Truantiing lessons or leaving site without permission
- Walking away from a member of staff
- Uniform, jewellery, makeup, false nail or eyelash breaches where students refuse to comply with instructions

This list is not exhaustive, and the Academy reserves the right to refer students to the Reflection Room for any behaviour that presents a risk to safety, undermines the authority of staff or significantly disrupts the learning environment.



At Nova Hreod we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all pupils deserve disruption free learning in their classes, to ensure that all subject content can be delivered in the most effective method by our teaching staff and that pupils are encouraged to have ambitious academic aspirations of themselves.

Disruption is defined as any act that stops, distracts or hinders teacher instruction and student progress. Pupils who fail to meet clear, consistent and reasonable classroom expectations will be issued a formal warning by a member of staff, followed by having their name written on the board. The warning is concise and specific – simply outlining that the pupil has been issued a warning and what it is for. If the pupil fails to meet the behavioural expectations in class for a second time then a second formal warning will be issued and will be written on the board. If the pupil fails to meet the behavioural expectations in class for a third time, they are asked to report to the reflection room for a period of time up to one school day. Failure or refusal to go to the reflection room when sent by a member of staff or any other secondary behaviour will result in the student being issued an additional sanction.

The table below outlines reasons why warnings may be issued and also outlines reasons students may be immediately referred to the reflection room.

Warnings given for	Immediate referral to the reflection room
Bickering or unkindness	Abusive, discriminatory or offensive language
Calling out	Dangerous or violent behaviour
Coughing unnecessarily	Failing detention or failure to attend detention
Damaging equipment or property	Failing to hand in a banned item
Distracting others	Fighting
Eating in class (including chewing gum)	Lack of correct uniform / refusal to correct uniform
Head on the desk or in your arms	Refusing to follow instructions
Inappropriate response to a warning	Refusing to hand over character card
Leaving seat without permission	Late to lesson
Low-level disruption	Swearing (indirect or directly)
Off-task chatter	Throwing an object with intent to hurt
Physical contact	Throwing food or drink at another student
Refusal to follow instructions	Refusal to borrow PE kit
Refusal to work	Truanting on or off-site
Rudeness	Wearing incorrect piercings, makeup, nails or eyelashes
Shouting	Walking away from a member of staff
Talking over a teacher	Anything that is dangerous or causes risk
Throwing an object	
Turning around on a seat	
Using an electronic device (and confiscated)	
Anything that slows down learning	

There are a number of things that happen once a pupil has been referred to the Reflection room. Below is a brief overview:

The pupil arrives at the reflection room:

- The pupil signs in with the member of staff before they enter the Reflection Room. The pupil is issued a reflection workbook to complete
- The pupil follows their timetabled lessons completing work in the reflection room
- The pupil remains in Reflection for a minimum the period of 3 lessons and a break/lunch time.
- Where possible the pupil will be visited by the teacher that sent them to Reflection for a restorative conversation 'Fix-it' conversation before their next lesson



Responding to warnings

All staff are responsible for maintaining high standards and supporting students in making positive choices. When a warning is issued, students are expected to respond respectfully and correct their behaviour immediately.

Appropriate responses include:

- Remaining silent
- Acknowledging the instruction by apologising
- Returning promptly to expectations

Inappropriate responses may result in a further warning or escalation and include:

- Arguing
- Denying behaviour that has been observed
- Sarcasm or disrespectful comments
- Slamming equipment or furniture
- Refusing to follow instructions

Students who wish to discuss a warning may do so respectfully at the end of the lesson.

Parents are informed of their child being sent to the reflection room by email and text message from a member of the pastoral staff to ensure all support is in place to complete the time in the reflection room successfully.

When setting and organising time in the reflection room staff at the Academy will consider:

- The welfare of the child
- Access to toilet facilities
- Whether the child has caring responsibilities

The Academy will make reasonable adjustments for the thresholds outlined above as we recognise pupils' needs are very different and may be due to an underlying or diagnosed special educational need/disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the Academies' SENDCO and inclusion team will be involved throughout in trying to ensure the pupil's needs are being met whilst still adhering to the high standards the Academy sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of pupil need and in collaboration with all relevant stakeholders.

Expectations in the Reflection Room

Students in the Reflection Room are expected to work hard, follow instructions and demonstrate excellent conduct throughout their placement.

Students may earn an early exit after three successful lessons by:

- Demonstrating excellent behaviour throughout the placement
- Completing a minimum of three pages of work
- Working continuously without causing disruption



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Failure to meet these expectations may result in an extended placement, additional sanctions or further intervention.

Five-Period Reflection Referrals

Certain behaviours will normally result in a five-period placement in the Reflection Room.

These include:

- Delaying or refusing to attend the Reflection Room
- Hands-on behaviour such as pushing, shoving or unwanted physical contact
- Wearing prohibited jewellery, false nails or false eyelashes
- Absconding from lessons or failing to be in the correct place at the correct time - Students who abscond from lessons will also complete a same-day detention and an additional SLT detention.
- Failing to attend detention or failing to meet expectations in detention

Repeated Referrals

The Academy monitors referrals closely to identify patterns of behaviour and provide appropriate support and intervention.

- Following every two Reflection Room referrals, students will complete a 90-minute SLT detention and parents/carers will be informed.
- Students referred to the Reflection Room five times within a term will receive an escalated sanction such as a suspension or direction off -site for a length of time and may be subject to additional behaviour support measures.

Fix-it conversations

The academy has developed a restorative approach that places students as co-constructors of the next steps following an incident where they have been referred to the reflection room. Staff have been trained in completing Fix-it conversations where students work out an action step to help them improve their behaviour for learning. The action steps are agreed and recording and are to help build positive relationships between students and staff.

Character Cards

All students are issued with a Character Card and are expected to carry it with them at all times. Character Cards support our culture of recognition, accountability and high expectations by enabling staff to acknowledge positive conduct and address behaviour that falls below our standards.

Character Cards are used throughout the school day, including during roll call, social times and lesson transitions. Any member of staff may issue positive or negative signatures. Students must carry their Character Card in their blazer pocket and hand it to a member of staff when requested.

The overwhelming majority of students will receive positive signatures that contribute towards rewards and recognition. Families are encouraged to regularly review Character Cards with their child to celebrate successes and discuss any concerns.

The following thresholds apply:

- Three consecutive negative signatures within the highlighted section of the card will result in a Reflection Room referral.



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- Six negative signatures anywhere on the card will result in a Reflection Room referral.
- One missing Character Card incident will result in a 30-minute detention.
- Every two missing Character Card incidents within a term will result in a Reflection Room referral.

Red Line Behaviours

Some behaviours are considered so serious that they fundamentally undermine the safety, culture and values of the Academy. These behaviours are referred to as **Red Line Behaviours** and are likely to result in suspension and may, in serious or repeated cases, lead to permanent exclusion.

Red Line Behaviours include:

- Physical assault of a student or member of staff
- Discriminatory, prejudicial or hate-related language or behaviour
- Bringing a prohibited or banned item onto the school site
- Swearing directly at a member of staff
- Refusal to attend the Reflection Room when directed
- Failure to attend an SLT detention
- Failure to meet expectations whilst in the Reflection Room
- Persistent refusal to follow reasonable staff instructions

This list is not exhaustive. The Academy reserves the right to treat any behaviour that places others at risk, significantly disrupts the education of others or seriously undermines the authority of staff as a Red Line Behaviour.

Suspension and Reintegration Procedures

When a student receives a suspension, the school follows a structured process to support conduct review, accountability, and a successful return to learning.

Suspension Reflection Task

During the period of suspension, students are required to complete a **Suspension Reflection Task**. This task encourages students to think carefully about the incident, the impact of their actions, and the steps they will take to make positive choices moving forward. The completed task must be returned to school on the student's first day back.

Reintegration and Reflection Room

Upon returning from suspension, students will spend **five successful periods** in the school's **Reflection Room** before rejoining their normal timetable. This reintegration period allows staff to:

- Review the student's reflection task
- Reinforce expectations for behaviour and learning
- Provide support to ensure the student is ready to return to lessons
- Monitor conduct and engagement in a calm, structured environment

To "pass" each period, students must demonstrate appropriate behaviour, follow instructions, and complete the work provided. Once all five periods are successfully completed, the student will return to their regular classes.



Students and parents will be invited to school for a reintegration meeting by a member of the behaviour and pastoral team.

Serious Breaches of the School's Behaviour Policy

Certain behaviours are regarded as serious breaches of our Behaviour Policy. and would be dealt with by senior members of staff at the academy. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal. Where a serious breach occurs, the school will investigate the circumstances thoroughly before determining an appropriate response.

An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- Persistent disruption to learning
- Failure to attend detentions or failure to complete sanctions
- Being verbally abusive to a member of staff
- Bringing illegal substances or items into the academy
- Bringing a weapon or tool which could be used to injure another person in the academy (including BB guns, fireworks etc.)
- The use of racist, sexist, homophobic or transphobic language
- Persistent levels of defiance or aggressive behaviour
- Persistent bullying
- A physical assault on another pupil or member of staff
- Behaviour which may bring the reputation of the academy into disrepute
- Sexual relationships of any kind
- Intentionally setting off the Academies' fire alarm or starting a fire
- Gambling or any behaviour designed to extort possessions or funds from others
- Knowingly bringing a trespasser onto the academy site
- A significant breach of health and safety
- Any behaviour which discriminates against the nine characteristics protected under the Equalities Act.
- Seen near or on the academy site during any hours that the school is operational during an suspension including drop -off and pick up times and extended hours that the school is open.

Where appropriate, pupils will be supported to share their views, and these will be considered as part of the decision-making process. Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- Detentions including SLT 90 Minute detentions
- Referral to the academy's internal reflection room
- Offsite direction to an alternative education provision
- Liaison with outside professional agencies to gain further support
- Meeting with members of the Local Governing Body
- Suspension
- Permanent exclusion.

All incidents of a serious nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon.



No single sanction is automatic. Decisions will be made on a case-by-case basis, taking account of the nature and seriousness of the behaviour, the pupil's age and needs, any relevant SEND, safeguarding or contextual factors, and the impact on the safety and welfare of the school community.

The school may also implement supportive interventions alongside any sanction. These may include pastoral support, mentoring, behaviour support plans, involvement of external agencies, or other targeted interventions designed to help the pupil improve their behaviour and succeed in school.

No behaviour results in an automatic suspension or permanent exclusion. All decisions will be lawful, reasonable, fair and proportionate, with full consideration given to any relevant SEND, safeguarding or contextual factors. The school will also consider any reasonable adjustments required under the Equality Act 2010.

However, suspension or permanent exclusion may be necessary where behaviour cannot be managed safely within the school, where there has been a serious or one-off incident, or where previous strategies have not been effective.

Allegations against staff

The school takes all allegations concerning the conduct of staff seriously. Any allegation of improper behaviour, unprofessional conduct or safeguarding concern involving a member of staff will be managed promptly and appropriately in accordance with the school's Child Protection and Safeguarding Policy and other relevant procedures.

Where concerns relate to the conduct of a member of staff, the school will ensure that they are dealt with fairly, sensitively and in line with statutory safeguarding requirements.

Malicious accusations against staff

The Academy reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, consequences or sanctions may include:

- Detentions
- Referral to the academy's internal reflection room
- Offsite direction to an alternative education provision
- Liaison with outside professional agencies to gain further support
- Meeting with members of the Local Governing Body
- Suspension
- Permanent exclusion.

Supporting pupils following a sanction

Following significant sanctions, the school will take reasonable steps to support pupils in successfully reintegrating into school life. This may include a reintegration meeting involving the pupil, their parent/carers and an appropriate member of staff to discuss the circumstances, reinforce expectations and agree any support required moving forward.

Nova Hreod uses a range of strategies to help all pupils to understand how to improve their behaviour and meet behaviour expectations of the school, these can include:

- Reintegration meetings
- Personalised behaviour plan
- Use of off-site direction
- Mentoring
- Pre-suspension meetings
- Working together Meetings with families to offer early intervention



- Family Help

Where appropriate, additional interventions, reasonable adjustments or support strategies may be put in place to help the pupil achieve sustained success. For pupils with SEND, relevant members of the SEND team, including the SENDCo where appropriate, will be involved in planning and reviewing support arrangements.

Behaviour Causing Concern

Where a pupil's behaviour becomes a persistent cause for concern, the school will work proactively with the pupil, parents/carers and, where appropriate, external partners to identify underlying causes and agree suitable support.

The school recognises that persistent behavioural difficulties may sometimes indicate unmet educational, social, emotional, mental health or safeguarding needs. Staff will therefore consider whether further assessment, intervention or support is required.

Support strategies may include parental meetings, mentoring, behaviour support plans, targeted interventions, literacy support, SEND assessment referrals, mental health support, bespoke reward systems, involvement from external agencies, or other tailored interventions designed to help the pupil succeed.

Where appropriate, the school may also consider off-site directions or alternative support as part of a planned package of support. Such measures are not sanctions and will only be used where they are considered necessary, proportionate and in the pupil's best interests.

8. Parent Conduct

Restricted Access to Premises Order.

The Principal may, in exceptional circumstances, restrict the access of parents/carers to the Academy site. This action may be taken when the actions of parents/carers are deemed unacceptable and present a safeguarding risk to staff and/or students. Aggressive or unacceptable behaviour (swearing, shouting, threatening, arguing in person, online or via phone or email) will not be tolerated, and parents are expected to conduct themselves in a polite and reasonable manner at all times and in all interactions.

The duty of care of the Principal and school leaders is to protect colleagues and children from being witness to, or receiving threatening behaviour from: parents/carers/family members or associates of them. Should a situation arise; parents/carers will be informed of the restricted access order both verbally over the phone and in writing, clearly stating the date and nature of event that has led to the decision.

Use of Social Media and Parent Forums linked to the school

Parents are expected to model use social media appropriately. Parents should not name teachers or students on social media sites and are expected to model the Nova school value of kindness when discussing the school on open forums. Often social media sites are a source of misinformation. The school does not have an official social media site and therefore the information shared on social media is not verified by the school. The school does not monitor or respond to social media posts. The school website and parental handbook provides key information to parents. Parents are encouraged to directly contact the school with questions and concerns.

9. Supporting students with additional needs



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The school is committed to identifying and supporting pupils who may have additional needs that affect their learning, social development or well-being. Where behaviour gives rise to concerns about an underlying need, staff will follow the school's processes for raising concerns with the SENDCo. This may include gathering information, observing the pupil in different contexts, meeting with parents/carers, or initiating the Graduated Approach (assess-plan-do-review).

Where a pupil requires additional support, the school will work closely with parents/carers and, where appropriate, external professionals to ensure that the right support is identified and implemented.

The school's wider approach to SEND identification, assessment and provision is set out in the SEND Policy and SEND Information Report. These documents outline the full range of support available at SEN Support and for pupils with Education, Health and Care Plans (EHCPs), including curriculum adaptations, targeted interventions and access to external agencies.

Staff will ensure that any concerns about unmet needs are raised promptly with the SENDCo so that additional assessment or support can be considered in line with the Graduated Approach.

10. Alternative behaviour arrangements and interventions

Regulation and Time Away from the Classroom

Some pupils may require a short period of supervised time away from the classroom to support emotional regulation, wellbeing or readiness to learn. This may form part of a planned support strategy, reasonable adjustment or behaviour support plan.

Where regulation support is used, it will be designed to help the pupil successfully return to learning and will not be treated as a sanction. The school will ensure that any such arrangements are proportionate, supportive and tailored to the needs of the individual pupil.

Separation for Safeguarding or Safety Reasons

In exceptional circumstances, the school may put arrangements in place to keep pupils apart where this is necessary to protect the safety, welfare or wellbeing of pupils or staff, or to support safeguarding processes.

Decisions about separation arrangements, including any decision to temporarily prevent a pupil from attending the school site for safeguarding reasons, will be made on a case-by-case basis. The Designated Safeguarding Lead (or a deputy) will play a central role in decision-making, and the school will work with external agencies where appropriate.

These arrangements may include changes to timetables, movement around the site, social times, or supervised placement in an alternative location within the school. Separation arrangements are not sanctions and will only be used where necessary and proportionate.

Parents/carers will be informed of the reasons for any separation arrangement, and the school will keep such arrangements under regular review.

Where separation is used, pupils will continue to receive appropriate supervision and education. The school will put in place appropriate plans to support successful reintegration as soon as it is safe and appropriate to do so.



Appendix A – Adaptations or Reasonable Adjustments

In addition to early intervention, we will consider the following areas in making adaptations or reasonable adjustments. This is not a prescriptive or exhaustive list and will be decided dependent on an individual's needs.

Any adaptation will be agreed between the school, student and parent/carer and recorded on the student's Individual Education Plan (or equivalent). These plans will be reviewed regularly (at a minimum, every 12 weeks in line with guidance from the SEND Code of Practice, 'Assess Plan Do Review' cycle).

Adaptations will be applied as consistently as possible across all aspects of school provision: lessons, social times, extra-curricular activities, lesson removal / internal suspension rooms.

General Adjustments (where additional behaviour support may be needed)

- Work in collaboration with students and parents/carers to agree an overall approach.
- Identify a key adult and supervised safe space to go to in school. Agree when and how this support can be accessed (for example, weekly check in meetings)
- Agree weekly home-school reports

Transitions

Starting a new school, returning after an absence, changes to routine or even moving between lessons / activities can be a real challenge for some students. At such times, we will use inclusive strategies such as effective routines, visual timetables or step by step instructions for those students who may need extra support.

Learning Environment

- Seating plan adaptations / position in room will be considered where necessary.



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Learning Strategies

- Cue student to stay on task with agreed non-verbal / private signal
- Chunked tasks
- Provide additional think time or pre-prepare student prior to reading aloud / questioning
- Private notification of warnings, including post it notes on desks
- Provide exam access arrangements (see below) as normal working practice

Exam Access Arrangements

We will support students with exam access arrangements, either across all subjects or for specific subjects, as required. We will ensure early application for such arrangements (where necessary) in line with the JCQ guidance. Examples include:

- Reader / computer reader / read aloud
- Scribe
- Supervised rest breaks (brain breaks / movement breaks). Pre-agree the frequency and length of these
- Prompter
- Visual timer / individual timer on student's desk
- Access to word processor
- Separate room
- White noise / music through headphones (JCQ update 24/25)
- Allow the student to see the exam room / meet their invigilator prior to the exam/s

The JCQ guidance here gives further information and is used by school to determine what arrangements individual students may need: [JCQ-AARA-24-25_FINAL.pdf](#)

Internal suspension (reflection) room

All other pre-agreed reasonable adjustments applied as normal working practice. Additionally:

- Shorter time spent in the reflection room
- Access to a laptop in the reflection room

SENCo / External Professional Input

- Solution focused planning session
- Further recommended staff CPD

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

If a student 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.



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Appendix B – Restrictive Interventions, including Use of Reasonable Force

This guidance reflects the statutory DfE guidance, effective from 1 April 2026: [Use of reasonable force and other restrictive interventions guidance](#)

Definitions

- *Restrictive intervention* refers to any action that limits a pupil's movement, including physical restraint and seclusion. It can include both physical and non-physical measures.
- *Reasonable force* is the term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. 'Reasonable' means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- *Seclusion* means supervised isolation in a safe space, used only to prevent harm and never as punishment. It is the term used in the DfE guidance for a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- *Significant incident* is defined as any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

Policy and Practice

All schools must have a clear policy on the use of restrictive interventions. The policy may be part of the school's behaviour policy or a standalone document, but it should be accessible, consistent, and straightforward to follow. For ease, we recommend it is included as a section within the school's Behaviour Policy, and covers the areas set out below. The policy should emphasise the importance of minimising the need to use restrictive interventions.

When and Why

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:



1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Each school's policy should set out the circumstances in which staff may use reasonable force and seclusion, such as the above list. Interventions must be proportionate, lawful, and time-limited. The DFE guidance provides further details on the unreasonable use of force and types of appropriate contact, and all schools should ensure they are familiar with these details.

Staff likely to use restrictive interventions must be adequately trained in its safe and lawful use and in preventative strategies. Schools must include details of this training in their policy.

Seclusion (if used)

Not all schools will use seclusion as a strategy, but where they do so, this should be covered in the policy. Seclusion should only be used as a safety measure during extreme dysregulation, never as a disciplinary response. The pupil must be supervised at all times during the period of seclusion and allowed to leave once the risk has reduced.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting'.

Seclusion, as defined in the DFE guidance, is not a disciplinary response to deliberate breaches of the school's behaviour policy. There are disciplinary measures that are similar, such as removal from the classroom, but should not be confused with seclusion as a safety measure.

Searches

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Prevention and De-escalation

Schools must prioritise early support, prevention, and de-escalation strategies to minimise the need for restrictive interventions. These should include whole-school measures as well as individual approaches, and should be set out in the school's policy, such as:

Whole-school measures:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- an inclusive culture where all children thrive and belong
- recording and analysing data on the use of restrictive interventions to inform improvement planning

Individual approaches:



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- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs
- reasonable adjustments for children with SEND, working with other professionals where appropriate to develop prevention and de-escalation strategies
- Behaviour support plans or positive handling plans for children at risk of requiring restraint
- giving pupils time, space and strategies to calm down before their behaviour escalates

SEND Considerations

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Adjustments must be made for pupils with SEND or vulnerabilities. Positive handling plans or Behaviour Support Plans should be developed where there is foreseeable risk.

Behaviour support plans

These should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plan should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Evaluating, Recording and Reporting

Recording

Every significant use of force, restraint (including non-physical) or seclusion must be recorded promptly (ideally same day). Schools must set out how they will record such instances. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The following details must be recorded:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance (if relevant)



- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts (if relevant)
- Schools may also wish to record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Reporting

Schools must ensure that a procedure is in place for reporting each significant use of force, restraint (including non-physical) or seclusion to the parents of the pupil involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day.

The only exception to this requirement is where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident must be made to parents in writing, and should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate to help work through what might be done differently in the future, and to improve understanding of the incident for all parties.

Evaluating

Schools should evaluate all such incidents as soon as practicable after the event to understand why it was used, the impact on pupils and any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Any injuries should be recorded in accordance with the school's procedures and Health and Safety policies.

Schools should also hold a follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. These conversations should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, as well as to repair and rebuild relationships if necessary.

Governance and Data Review

Local Governing Bodies must regularly review data on restrictive interventions to identify patterns, monitor disproportionality, and inform staff training. This will also be done at Trust-level.



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