



THE NOBEL SCHOOL
Policy for behaviour for learning

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Behaviour for Learning - Rewards & Consequences

The Behaviour for Learning Policy at the Nobel School establishes the ways in which all members of the school community contribute to the learning environment. Students are expected to attend school, be well motivated to learn and to behave at all times. Sometimes students exceed our expectations and deserve to be rewarded, or fail to meet them, and thus require a sanction.

This policy is intended to assist and enable all our students to be able to underpin our school vision:

At Nobel we care about everyone in our community. We believe that, by emphasising the importance of excellent behaviour and attendance, and through high quality teaching and learning, we can all achieve to the very best of our ability. In the classroom, through enrichment activities or as citizens with good character, we will always work hard and participate to achieve 'Excellence in Everything'.

We believe in a school culture where:

- *We value everyone, embracing diversity*
- *We work together, learning from each other by sharing ideas*
- *We take responsibility for our own actions*
- *We push the boundaries of achievement and challenge ourselves to improve*
- *We measure and monitor our performance and have clear measurable targets*
- *We encourage and support all types of enrichment activities*

All Nobelians will acquire the knowledge, skills, love of learning and character necessary to make a successful contribution to the changing world in which we live. Nobelians will be equipped to make informed choices, be responsible citizens, enjoy successful careers and achieve personal fulfilment. Nobelians will be achievers.

To enable our students to achieve our vision, the **positive** celebration of success and good behaviour is vital.

This policy should be used in conjunction with other school documents such as the Anti-bullying policy, The Role of the Form Tutor and the Staff Handbook.

The governing board believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour through calm and consistent adult behaviour, relentless routines, giving first attention to best behaviour, scripting difficult interventions and restorative follow-up (known as the Five Nobel Pillars);
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;

- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

ROLES AND RESPONSIBILITIES

All adults at Nobel aim to adopt an attitude of unconditional, positive regard for all students and parents and:

- create a positive climate with realistic expectations, giving first attention to best behaviour
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- maintain consistent and calm behaviour themselves;
- agree and follow routines relentlessly;
- plan and script difficult interventions;
- ensure restorative follow-up when required.

Subject Teachers:

All members of the teaching staff have responsibility for discipline both within their classroom and in the corridors, dining area, recreation areas and other areas of the school. It is expected that all lessons are planned to support good behaviour. The school has high expectations of its students and teaching staff have a duty to help students to meet these expectations.

Problems of behaviour both in and out of the classroom should be dealt with as far as possible by the member of staff present at the time. They should be reported to the Form Tutor/HOY/SLT as appropriate and the incident entered on the SIMS system using the consequence tariff. All misdemeanours should be recorded onto Sims, even if a staff member does not know a student.

If a student infringes the published uniform code (as per the student planners) this must be recorded in SIMS as a GUMPE (gum, uniform, make up, phone & equipment).

Good behaviour of students is promoted by **using the Nobel Pillars and by:**

- Starting and ending lessons on time;
- Giving clear instructions;
- Being well prepared with necessary materials available;
- Giving clear explanations;
- Dealing with misbehaviour quickly and calmly using the consequence tariff;
- Setting clear goals and appropriate work;
- Extending and motivating all students;

- Marking work promptly and constructively;
- Keeping classrooms clean, tidy and attractive;
- Maintaining interesting displays of students' work;
- Changing seating plans as appropriate.

Established routines include:

- Greeting the class at the beginning of the lesson **with a hand shake**, and expect them to greet you in return;
- Taking the register during the lesson. Report to the Attendance Officer (JNH) any patterns of absence;
- Not allowing students to talk whilst either staff are talking or fellow students are answering a question;
- Students should answer questions after being invited to respond. They should not call out unless ~~you~~ staff have indicated an informal class discussion is to take place;
- Having a seating plan that supports the tasks staff are setting and encourages good behaviour;
- Using praise as an effective motivator whenever appropriate.

Directors of Faculty and Directors of Learning:

Faculties, led by the Director of Faculty, have particular responsibility when students are in the faculty area, moving to or from class, in lessons and /or failing to complete homework satisfactorily.

Behaviour issues in the first instance should always be dealt with by the Faculty. The Director of Learning (DoL) is initially responsible for examining the concerns about students' behaviour with the subject teacher and looking for ways in which the teaching might be adapted to support behaviour improvements, or ways in which the classroom organisation or routines might be changed. If there is no DoL, the DoF will be responsible for managing the poor behaviour within a faculty area.

The DoF (or DoL), together with the subject teacher, might decide to take one of a number of possible courses of action, for example:

- Arranging for the student to be moved on a temporary basis to another group;
- Placing the student on report;
- Contacting parents;
- Setting B2 no PLT detentions or Director of Faculty detentions (B4) after school;
- Peer support amongst colleagues (e.g. peer observations, team teaching etc);
- Re-grouping / changing of seating plans.

Form Tutors:

Most members of staff are asked to act as Form Tutors or to share the responsibility for a form group with another member of staff. The role of Form Tutor is a most responsible one and vital both to the efficient running of the school and successful pastoral care. For this aspect of work, a teacher is accountable to the HOY and Assistant Head (Fundamental).

The responsibilities and guidelines for the role are set out in The Role of the Form Tutor in the Staff Handbook.

Heads of Year:

Heads of Year (HOY) are responsible for:

- Concerns regarding academic progress in more than one subject (with Form Tutor);
- Liaison with the SENCO and/or SEND & PP Administrator JML ;
- Setting up and monitoring Pastoral Support Programmes (with SLT Link);
- Leadership opportunities for students in the year group;
- Behaviour management support for colleagues;
- Relationship/social issues and problems (with Form Teacher);
- Incidents requiring immediate action.

Rewards and Recognition

A positive and encouraging school ethos that gives first attention to best behaviour is central to the promotion of good behaviour. Rewards are one means of achieving this.

Rewards have a motivational role in helping pupils to realise that good behaviour, while being the expected norm, is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. The current forms of reward might include:

- verbal praise, either personal or public, is the most frequent reward given;
- parents are routinely told of their child's positive behaviour through informal conversation, notes in Pupil Planners, parents' evenings and positive letters/postcards home;
- recognition for 100% attendance and for giving to the School community;
- recognition in year/house assemblies;
- invitation to a Nobel Celebrates Success breakfasts;
- positive comments in Pupil Planners, exercise books and on pupils' other work;
- written or verbal communication with home praising high standards of behaviour;
- postcards/letters home;
- corridor/plasma displays to celebrate excellent effort and achievement;
- collective or individual praise in assemblies;
- assemblies are used to award certificates and for both academic and sporting achievement and positive behaviour;
- end of year outings, which reward high standards, including behaviour; ??????
- Student leader status, such as school council, junior or senior SST;
- awarding of house points, in order to build and develop good character;
- consistent use of the "wall of fame" in every lesson.

Awarding House Points:

Students in all year groups will be rewarded in a similar a way, with the incentive of each house point awarded also being a single entry into an end of term or year achievement raffle with suitable prizes. Recording of

house points for all students will be through the SIMS system.

The awarding of house points should be personalised to meet the individual achievements and efforts of students. **When awarding house points the reason has to have a “best fit” into one of the CARE character development categories.**

House points could be awarded for:

- very good homework;
- a very good attitude to learning in lessons or form time;
- a very good piece of work;
- being helpful in class, form or Nobel community activities;
- supporting others;
- contribution to form activities;
- notable display of Nobel ethos;
- Sustained effort over a period of a half term;
- commitment to extra-curricular activities;
- sustained progress above and beyond normal expectations.



Headteacher House Points:

The headteacher awards house points on a regular basis for students who have displayed notable Nobel ethos.

Attendance

Nobel expects a minimum of 95% attendance and therefore only exceptional attendance should be rewarded within the **CARE character development** system.

If a student achieves 100% attendance for a whole term they will be awarded 3 **Responsibility** house points on SIMs (9 points in total).

If a student achieves 100% attendance for an academic year up to the beginning of July they will be awarded an additional 10 **Aspirational** house points on SIMs (19 points in total).

Achievement and Progress:

Two or three times every school year (depending on year group) performance data is collected on every student in the school. Those students who display a positive attitude towards their school work in terms of the progress they have made will be rewarded.

Students will be awarded Academic house points on SIMs for each different category of progress they have made in each subject.

- For each subject level of “expected” progress they make, the student will receive 1 **Responsibility**

house point;

- For each subject level of “good” progress they make, the student will receive 2 Aspirational house points;
- For each subject level of “exceptional” progress they make the student will receive 3 Aspirational house points.

“Nobel Celebrates Success” Family Breakfast

After each data drop analysis for each year group, the top 15 (approx.) performing students in terms of progress made, and their families, will be invited to a “Nobel Celebrates Success” breakfast presentation by the headteacher. Each invited student will be awarded with a certificate and congratulated by the Headteacher for their achievements, and a family photo opportunity of the occasion will be available. A celebratory buffet breakfast will then be served. Key members of staff for that year group will also be in attendance to share the success of the students.

End of Term/Year Assemblies and Raffle

Heads of Year, supported by the Assistant Headteacher (Fundamentals), lead end of Term/Year celebratory assemblies that will include the awarding of certificates and “reward tokens” for CARE character development.

Each year group will have rewards at the end of each term as follows:

- Most academic house points – boy & girl - £15 AMAZON voucher (or similar)
- Most community house points – boy & girl - £15 AMAZON voucher (or similar)
- 100% attendance raffle - £20 AMAZON voucher (or similar)
- Total house points raffle - £20 AMAZON voucher (or similar)
- Most significant display of Nobel character development and ethos - £15 AMAZON voucher (or similar)

Every student who has been awarded even a single house point will have an opportunity to win the end of year raffle; the more house points, the greater the chances to win!

The “Most Significant Display of Nobel character development and Ethos” award will be made after consultation of the Year team and Assistant Head (Fundamentals).

Administration:

House challenges- the member of staff or faculty responsible for any given house challenge is responsible for completing a simple form and passing it back to the identified admin support for entry onto SIMS.

All other house points should be entered on the SIMS by the members of staff awarding them.

House points awarded for attendance will be identified at the end of year after analysis of attendance data. HOY will be responsible for analysis of data and entry onto SIMS.

Academic house points derived from the attitude to learning data collection will be calculated by the SIMS admin team and included in individual and house totals. Similarly the relevant letters will also be sent by the SIMS team, signed by the HOY.

Presentation of house points standings

There will be a graphical display of the current house point standings on the house boards. This data will be updated on a monthly basis by the Heads of House team. This information will be announced during house assemblies.

House champions:

At the end of the year (the penultimate week of the summer term) the overall champion house will be announced. This will merely be the total of all individual house points (of all categories) of each student in the house. Behaviour points will not have an impact on their house totals. The house captain will be awarded the House Cup by the Headteacher. The cup will be engraved with that year's winning house name (head of winning house is responsible).



Nobel Rules, Sanctions and Consequences

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupil, consistent routines and strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the pupils behave. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all.

Lessons should aim to develop the skills, knowledge and understanding, which will enable the pupils to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Staff should follow consistent routines for "meet and greet" and "end and send".

SCHOOL RULES – READY, RESPECTFUL AND SAFE

The staff, with involvement of the pupils, have established specific positive learning behaviours that clearly define the high standard of behaviour and the positive ethos that we expect in school and this is known as "The Pivotal Curriculum".

The rules of Ready, Respectful and Safe are displayed in text in all areas of the school and referred to by all staff as acceptable and unacceptable behaviours are observed. Assemblies and tutor time are used to frequently revisit and teach the rules.

Our consequence system is designed to support students in their learning and their enjoyment of school. Whilst our ethos is to reward students as often as possible, there inevitably have to be clear expectations regarding behaviour. This system is based on promoting learning; anything that prevents the student or others from learning will be taken very seriously. Our system is based on a fair set of rules that will be applied by all staff consistently. The system gives students the chance to behave. If they choose not to, they will be given a warning. A student is then given the choice to regulate their own behaviour. If they fail to do so they will receive the consequence.

The Education Act 2011 says that teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student; this includes conduct outside of the school gates.

Rules of the Sanction/Consequence System:

- Staff will always try to build relationships with students and try to encourage them to choose the correct behaviour.
- Once a consequence has been given it cannot be taken back except through consultation with the HOY

for that year group, or a member of the Senior Leadership Team.

- Sanctions will be entered on the SIMS system.
- Students will always be told when they have received a sanction.

All staff at The Nobel School will deal with a breach of the school rules in the same way. Where it is safe to do so, they will:

1. issue a **reminder** of the expectations
2. if the behaviour continues, they will remind the student of the school rules (RRS) and give them a **caution**
3. if the behaviour still continues, they give the student a **final chance** to change their behaviour
4. a sanction will be issued if the behaviour persists after this final chance.

Serious incidents (B5+):

In order to equitably decide upon the sanction or consequence of a serious incident as much info as possible should be sought. This should take the form of paper evidence gathered from staff & student witnesses to the incident, accounts from any victims or alleged perpetrators of the incident and any supplementary information such as CCTV evidence (see Appendix pages 19-22)

This info should be summarised in the "*Serious incident summary sheet*" along with any recommendation by the member of staff responsible for looking into the incident as to what the sanctions should be (see Appendix page 23). Before deciding upon the sanction there should be a discussion with the HOY to eliminate any pastoral issues which could make a sanction inappropriate.

All paperwork should then be discussed with Asst Head (Fundamentals) for agreement. The Asst Head will make a final decision before passing paperwork to the Headteacher for approval (e.g. for a short fixed term exclusion) if appropriate.

Detentions:

Section 5 of Part 2 of the Education Act 2011 removes the requirement on a school to provide a student's parent, guardian or carer with 24 hours' written notice of an out of school detention. Detentions up to an hour in duration are deemed by the school as a short after school detention; the Act therefore does not require parents to be notified. These are accessible /visible on Moodle. Detentions of a longer duration will be notified to the parents/carers by either a letter or a text/phone call.

The Act also clearly states that when considering imposing a detention parental consent or agreement is not required.

Detentions are set only as a last resort and when a student requires a punishment outside the usual confines of the classroom. The detention should only be set in accordance with the consequences and behaviour tariff set out below. Sufficient warnings of inappropriate behaviour should be given prior to the detention being set.

The student should be told of the detention and why they are being given it. The date and time of the detention, and its length, should be recorded in SIMs or via Jane Nash/Suzanne Carter.

Detentions can range from 25 mins to 2 hours. There is a hierarchy of seriousness which is shown below:

- Detentions for lateness, D-Reg, (see appendix) will happen at lunchtime the day after lateness occurred.
- Detentions for GUMPE (Gum, Uniform, Make up, Phone & Equipment) will occur at lunchtime each day.
- B3 after school detention for 1 hour.
- B4+ Senior Leadership team after school detention (2 hours)

If a detention is issued, it is expected that the student will attend and be on time. There are three information boards placed around the school with the lists for each day's detention, either at lunchtime or after school. It is expected that all students check the lists at break each day (when the lists go up) to ensure they do not miss a detention. If a student has been placed in a detention on that school day, their name will be highlighted in red on the register to prompt staff to remind the student.

Parents are able to monitor their child's behaviour, and specifically track when detentions are given and the date set, by using the free "School-comms Gateway" app.

Non-attendance at a detention is not acceptable. If a student does not show up to a detention it will not be re-scheduled to another time. There are consequences for not arriving to detentions;

- After 3 no shows at detentions, students will be placed into Reflection for 1 day.
- The 2nd 3x no shows in an academic year will result in the student again being placed into Reflection for 1 day.
- The 3rd 3x no shows in an academic year will result in the student receiving a fixed term exclusion for 1 day.
 - When being re-integrated into school the student may be placed on SLT report, a PSP or could face a managed move; whichever is more appropriate.

It is expected that students who receive a detention will be working for all of its duration. This work would normally be set by the class teacher but if that detention is not lesson/subject based students are expected to use their time productively and complete home study, coursework or general reading to enhance and reinforce their learning.

If a student is placed into an SLT detention they will be expected to attend the detention from 3:05pm to 5:00pm on a Friday. Students will be required to sit upright at their desk and will be expected to use the time productively.

The re-scheduling of a detention:

When given a detention students are expected to attend unless exceptional circumstances require a change of date. The school will be as flexible as reasonably possible and change detention dates & times if the students' parents write/e-mail in with appropriate justification requesting the change before lunchtime on the day of the detention. This request must be addressed to Suzanne Carter or Jane Nash in the Admin office.

Pastoral Support Programmes

The Pastoral Support Programme (PSP) is used to support students who are at risk of permanent exclusion as a result of their continued poor conduct in school. The aim of any PSP is to offer students and their parents / carers a framework of support and guidance as well as a strong message to indicate the seriousness of their position.

The Assistant Headteacher (fundamentals), together with the HOY, will decide that a PSP should be drawn up, following a review of a student. This could be a result of a fixed term exclusion or series of serious incidents over a given time period.

The Assistant Headteacher (fundamentals), will identify the areas of concern for the student as well as their areas of strength or success. In discussion with the student and their parents, targets will be set and a programme of support to assist the student in meeting these targets will be agreed. These targets should relate to the concerns that have been raised and should be specific, measurable, achievable, realistic and time related. Support might be from home or school or, where necessary, appropriate external agencies.

A PSP will generally run for 16 weeks and will include reviews every 4 weeks, although there will be on-going review throughout the period.

In almost all cases, the student will be placed on a daily monitoring report for reporting to the HOY or Asst Head. The level of the report (red, amber or green) determines the frequency of the student "reporting" to the HOY. The level of the report will be re-considered at each PSP review. Such reports are supportive and will enable the student to settle into the support programme and give them a start on the way to achieving their targets and success.

The PSP will be signed by student, school and home.

Exclusions:

The school follows government guidelines on good practice, ensuring that all students have work to complete whilst at home and that parents are aware of their duty to supervise their child and not to allow them into public places during school hours whilst on exclusion. There is an obligation for schools to provide full time education for students from day 6 of any exclusion. Often the student on exclusion will be asked to attend their excluded period at one of the other Stevenage secondary schools; Nobel will provide all the work required.

Following a fixed term exclusion, a reintegration meeting will take place with the student, parents/carers, and a member of the SLT. Assurances of future good behaviour must be given by the student. Any further support needed for the student will also be explored.

A student will only be re-admitted back into school when all potential risk/safety issues have been resolved to the satisfaction of the SLT member.

BEHAVIOUR FOR LEARNING – CONSEQUENCE TARIFF SYSTEM

Tariff	Examples of Behaviour	Sanction/ consequence	Staff Guidance.
GUMPE (1 point)	GUM, UNIFORM, MAKE UP, PHONE, EQUIPMENT. Late in to school D-reg.	GUMPE = 25 mins lunch det. Restorative letter given to take home/ e-mailed home.	MUST be entered on SIMS. Confiscation & items placed securely/centrally.
No Home work	Failure to hand in subject homework/PLT not completed.	½hr no h/w detention after school in faculty area H/w completed & handed in, Restorative letter given to take home/ e-mailed home.	No H/W must be entered on SIMS
B1 (1 point)	Low level disrupting the learning of others e.g. <ul style="list-style-type: none"> arguing; constant talking/shouting; Out of seat; Diaries not out on desk; Running in corridors; Littering; Refusal to follow basic staff instructions, in class, break or lunchtime; 	Subject teacher - reminder, caution & final chance. (After verbal or non-verbal warnings given)	Each lesson is a FRESH START! Staff to use professional judgement & strategies (shake of head, tap on shoulder, raised palm of hand etc) Sanction MUST be entered on SIMS
B2 (2 points)	Repetition of any B1 offence; <ul style="list-style-type: none"> Insufficient work completed; Offensive language (including swearing in conversation); 	In class sanction e.g. Change seating plan/move student/step outside for a chat, Stay at break/lunch for 3 min chat, call parents re no work. Restorative conversation.	B2 Sanction MUST be entered on SIMS with details of actions. De-escalation phase, give choices.
B3 (3 points)	<ul style="list-style-type: none"> Continued disruption following B2 sanction 	- 1hr Detention Restorative conversation AND restorative letter given to take home/ e-mailed home.	B3 Sanction MUST be entered on SIMS.
B4 Serious Incident (5 points)	Further disruption etc: <ul style="list-style-type: none"> Misbehaviour in a B3 detention; Swearing at another student; Being in the vicinity of smokers; Possession of laser pen; Fighting/Bullying incident; Truancy/ unauthorised off Site lunch/break; Dangerous/inappropriate behaviour that could harm; Actions which provoke/goad/initiate an assault; Refusal to tell the truth / deliberate lying to staff. 	Removal to other Faculty room (cold spot). Restorative conversation with staff/student - apology to staff & class (if appropriate). SLT Detention FRIDAY (or SAT morning) – HOY/SLT Report poss. PLUS: Some behaviour will lead to withdrawal from lessons (Reflection) prior to consequence whilst info is gathered – HOY/AHT to decide.	B4 ONWARDS = SERIOUS INCIDENT. Full info re incident MUST be gathered using appropriate forms. B4 Sanction MUST be entered on SIMS & -mail sent to JNH. (removed from lessons/ break/ lunchtime)
B5 (8 points)	<ul style="list-style-type: none"> Swearing at or about a member of staff - Intimidating a member of staff; Deliberate defiance (refusal to follow a direct instruction compromising safety or learning) / walking away from a member of staff / extreme rudeness; Smoking/use of e-cigarette/possession of alcohol/ illegal drugs; Assault; persistent bullying; racist or homophobic abuse; theft/ graffiti / vandalism; Inappropriate use of mobile phone/ 	Removal By SLT – “Reflection” Restorative conversation with staff - apology to staff & class (if appropriate) AND restorative letter given to take home/ e-mailed home. Fixed term exclusion OR “Reflection” THEN possible HOY/SLT Report. Planned “Reflection” will be a	B5 Sanction MUST be entered on SIMS & an e-mail sent to JNH. SSO or HOY to phone home

	<ul style="list-style-type: none"> computer/use of laser pen; Persistent B5 behaviour/ poor behaviour during a B5 detention/ Reflection; bringing the school into disrepute; Throwing items over balconies/down stairwell; 	<p>09:00-16:00 school day.</p> <p>Possible PSP</p>
B6 (10 points)	<ul style="list-style-type: none"> Persistent B5 behaviour Possession of offensive/dangerous weapon; Supplying illegal drugs; deliberately setting a fire; Threats/pre-meditated assault/violence towards a member of staff; sexual misconduct. 	<p>Fixed term exclusion OR Permanent Exclusion</p> <p>Possible: PSP or Managed move or appropriate level of Report</p>

Please note that this Tariff Grid is only designed to be a guide and each case will be judged on its own merit from B5 onwards by SLT/HOY in consultation with Assistant Headteacher (Fundamentals) and Headteacher.

N.B. Mobile Phones: Mobile phones, MP3 players and headphones are permitted in school but are NOT to be used or seen at all within the school gates. If they are used, seen by a staff member, or ring at any time they will be confiscated, placed in a safe place (into an envelope and safe box in Admin office) and released to students at the end of the school day from the reception (parents will receive a text from the school to this effect). If the phone is confiscated for a second time in the school year, it will be returned when a parent/carer comes in to school to collect it (parents will receive a text from the school to this effect).

A confiscated phone will be entered on the GUMPE system as above.

Extreme Clause

The Headteacher will invoke an extreme clause where staff or students safety is put at risk or the student's anti-social behaviour is so extreme that the school has no other alternative. In these circumstances, the Headteacher will decide on the appropriate punishment, whereby the above tariff may not be used. Physical assault or threat of physical assault on a member of staff will not be tolerated and will lead to a lengthy or permanent exclusion from school.

The Use of Internal Isolation: "Reflection"

For guidance on the use of the Reflection Room please see the Reflection Room protocols (page 25 onwards).

Behaviour Points & the Consequence Tariff

All the examples of poor behaviour which require a consequence from the Tariff above attract Behaviour points on SIMS.

These points escalate as the poor behaviours move up the Tariff. E.g. A GUMPE attracts 1 point, SLT Detention 5 points and a fixed term exclusion 10 points.

Behaviour Data Analysis – possible consequences of continued poor behaviour

Every half term the behaviour data is collected for a year group and analysed. Students are placed in a "rank"

order, highlighting those students who have amassed the most points; and how the points are made up. Interventions will then occur with a view to targeting those with the poorest behaviour. Interventions as a result of this data collection and analysis could include:

- being placed on report;
- student & parent being asked into school for a planning meeting to improve behaviour;
- a phone discussion about improving behaviour;
- student & parent being asked into school for a discussion with a member of SLT, and representatives of the governing body, to re-iterate school expectations and plan for improvement;
- students being placed in Homework club;
- students being removed from other students during break and lunchtime (at HOY/SLT discretion).

If there is not a tracked improvement in student behaviour over the following half terms, students may be placed on a PSP or managed moved from Nobel.

Serious Incidents (B5+) – Contact/Communication with home protocols:

There are strict Nobel protocols with regard to communicating with home after a serious incident has occurred.

Nobel staff **MUST** make a “holding” call home if a student has been involved in a serious incident to let parents/guardians/carers know that an incident has occurred and that the school is gathering information on the incident with a view to making a decision about any possible consequences/sanctions. This should happen for any alleged victim or perpetrator of the serious incident.

This communication should take place as soon as is reasonably possible, and we should be aiming for a two hour time frame from when the incident became known to staff. This holding call home can be delegated to Student Support workers who will keep a record of the call. For further guidance see Appendices.

APPENDICES:

PAGE 17: Procedures for Break and Lunchtime

PAGE 18: The D-Reg & GUMPE System

PAGE 19: Student Incident - STAFF Account form

PAGE 21: Student Incident - STUDENT Account Form

PAGE 23: Serious Incident Standard Summary Form (SLT, HOY)

PAGE 24: Protocol for Communication home for Serious Incidents

PAGE 25: Reflection Room Protocols

Behaviour Procedures for Break and Lunch times

Break

Mid-morning break is at 10:35 – 10:55am.

Students are allowed to buy food from both the dining hall and the coffee bar outlet.

Food can only be consumed in the designated areas, which are the dining hall and surrounding area, and in the Atrium ground floor table area and stepped seating leading to the first floor. Food purchased from the canteen must be eaten in the dining area; students should not be walking around the school with food. All rubbish must be disposed of appropriately in the bins provided.

Break is supervised by staff. Staff all undertake at least one duty per week supervising a designated part of the school during break. A member of SLT is duty team leader and oversees behaviour with help from those colleagues.

If poor behaviour is observed during break the duty staff are expected to challenge the student and apply the behaviour tariff. It is their responsibility to administer all aspects of any consequence that is required (i.e. enter on SIMS except in the matter of a serious incident).

Lunchtime

Lunchtime is at 12:55 – 1:45pm.

Students are allowed to buy food from both the dining hall and the coffee bar outlet.

Food can only be consumed in the designated areas, which are the dining hall and surrounding area and in the Atrium ground floor table area and stepped seating leading to the first floor. Food purchased from the canteen must be eaten in the dining area; students should not be walking around the school with food. Packed lunches are to be eaten in the hall, ground floor Atrium or the stepped seating area. All rubbish must be disposed of appropriately in the bins provided.

Lunch is supervised by staff and sixth form prefects. Prefects assist and manage the queues for all the serving of food and assist in supervising students whilst they eat. Prefects have a designated role and area to work in. Staff volunteer for a lunch duty for which they receive payment. They supervise a designated part of the school during lunch and are again expected to challenge students if they observe poor behaviour and apply the behaviour tariff. It is their responsibility to administer all aspects of any consequence that is required (i.e. enter on SIMS and run detentions) except in the matter of a serious incident.

The D-Reg and GUMPE System

D-REG (detentions for lateness to school)

School starts at 8:30am and it is our expectation that every student will be in the form room at this time. If a student arrives after this time they will be given a “late” mark by the form tutor into SIMS or by reception alerting the Attendance Officer about the late arrival to school of a student.

If a student receives a late mark they will automatically receive a 25 minute detention the next day at lunchtime. They will be due in MA02 at 12:55pm where they will be supervised by a member of the teaching staff and allowed to leave at 1:20pm. They can then purchase a lunch from the canteen or eat any packed lunch they have with them.

Students will be expected to be working, or reading, for the duration of the detention.

If a student fails to attend the lunchtime detention they will be placed in a 1 hour after school detention. In this case the parents will get notice of the detention, via a text from the school's text system.

If a student is persistently late, or fails to turn up to D-reg detentions, they may be required to attend the Friday night SLT detention or occasionally a Saturday morning detention. Failure to attend these detentions will result in a fixed term exclusion. The D-Reg system is administered by the Attendance/behaviour Officer.

GUMPE (Gum, Uniform, Make up, Phone & Equipment)

A GUMPE can be issued by any member of staff when a student breaches school rules as follows:

- Observed or caught chewing **Gum**;
- Any non-compliance with the **Uniform** requirements (as per student planner), including the wearing of coats in the building after AM registration;
- The wearing of excessive **Make-up** (very discreet make up is permitted such as light foundation and light mascara);
- Use of Mobile **Phones** (or MP3 players) is not permitted within the school gates (or a phone rings);
- Lack of appropriate **Equipment** for lessons.

If 1x GUMPE is issued, a student will receive a GUMPE detention. Detentions for GUMPE will occur at lunchtime following the GUMPE being entered on SIMS. The parents will get notice of an after school GUMPE detention via a text from the schools system. A GUMPE detention last for 25 mins and is in MA02, starting at 12:55pm. Failure to attend a GUMPE detention results in a “no show” being registered against the student. The GUMPE system is administered by Jane Nash/Suzanne Carter and the SSO for that particular year group.

If a student is persistently late, or fails to turn up to GUMPE detentions, they may be required to attend the Friday night SLT detention. Failure to attend these detentions could result in a fixed term period in “Reflection” OR exclusion.



Serious Incident (B5 and above): Standard Summary Form

Student Name:

Form:

Subject/place:

Date:

Time:

Incident Finding/ summary/details:- please use a bullet pointed timeline of events

Statements attached (please tick):

Y

N

Student(s) involved

Witnesses

Staff present

Y

N

Has this incident been discussed with the HOY?

Are there any major pastoral reasons/ explanations for this poor behaviour?

If YES, please leave these details with HOY.
If NO, please see SLT LINK.

The gathered info & related facts **need to be discussed with the AH (Fund) or the DH:-** (please explain what consequence you believe should be taken against the student(s) AND justify why. Please apply the B4L policy). **Consequences decided by SLT:**

- 1.
- 2.
- 3.

SLT Signature:

After discussions with SLT, please enter onto SIMS, message Jane Nash & pass this paperwork to student support for file.

Name & Signature of staff completing this form:

Has written work been provided to cover the lesson missed? This must not require computer access to the internet.

YES / NO / N/A

Protocol for Contact/Communication with home for Serious Incidents

NB: For any incident where a student has sustained a bump to their head, the DoCC must include advice to parents about seeking a medical check.

Serious Incident

E.g. Student been hit/has hit, Drugs/search, ICT misuse, Swearing at staff, Truancy, Accident or Defiance.



Victim and/or perpetrator where appropriate

Who?

(within 3 hours)
Faculty/Pastoral Staff or SSO rings home to complete Duty of Care Call (DoCC)
Say, "Investigation, student safe/not safe and 24 hour period before further communication"

If reflection, must be SMY or other SLT.



24 hours later:
All accounts of incident;
Decision by AH, DH, HT;
Calls to all re outcomes;
Sims – SSO?

Where parents are not able to be spoken to, a voice mail should be left briefly to ensure attempt clear.



Nobel

The Reflection Room:

Procedures & Protocols

July 2017



Internal Reflection Room:

Procedures & Protocols

The Behaviour for Learning Policy at the Nobel School establishes the ways in which all members of the school community contribute to the learning environment. Students are expected to attend school, be well motivated to learn and to behave at all times. Sometimes students exceed our expectations and deserve to be rewarded, or fail to meet them, and thus require a sanction.

Our consequence system is designed to support students in their learning and enjoyment of being at school. Whilst our ethos is to reward students as often as possible, there inevitably have to be clear expectations regarding behaviour. This system is based on promoting learning; anything that prevents the student or others from learning will be taken very seriously. Our system is based on a fair set of rules that will be applied by all staff consistently. The system gives students the chance to behave. If they choose not to, they will be given a warning. A student is then given the choice to regulate their own behaviour. If they fail to do so, they will receive the consequence.

The Reflection Room - Internal Isolation

The Reflection room exists for serious misdemeanors and extremes of inappropriate behaviour which may not always be severe enough to warrant a Fixed Term Exclusion, or as an alternative to Fixed Term Exclusion. Such misdemeanors might include persistent failure to attend after school detentions despite repeated reminders, rudeness and defiance to a member of staff, refusal to work in lessons or refusal to adhere to school rules.

Use of the Reflection room is an extremely serious sanction and the regime operated in the room will reflect this. It is an internal exclusion and the students will be 'isolated' in the true sense of the word.

At no time will isolated students be allowed to socialise with other students during the day, including break and lunchtime.



Aims of the room:

- To provide an area of Reflection as a consequence for extremes of inappropriate behaviour.
- To ensure that isolated students continue to receive equality of education and an opportunity for continued learning.
- To reduce the number of external exclusions.
- To allow time for students to reflect upon the consequences of their behaviour.
- To improve overall student behaviour by re-emphasising the principle that all actions bring consequences and to act as a deterrent.

Rules for Reflection:

- Students will follow all staff requests without question.
- Students will not communicate with other students at all, and will spend their break and lunchtime in the Reflection room;
 - All students will observe the 'Silence' rule
 - Students will be made aware of the use of CCTV
- Students will present themselves correctly for work in full school uniform with equipment and their planner.
- Students will be allowed to leave the room *one at a time* to go to the toilet, after permission has been given by one of the student support team, or the HOY.
- All work set must be completed to a student's highest standard.
- A day's reflection will only be regarded as completed when all conditions above are met.

A student must complete their Reflection satisfactorily before they can return to classes. A record of the period they spent in Reflection will be kept in the child's personal file.

Students who spend 3 or more sessions in Reflection during a single term may, in consultation with their parents/carers, be placed on a fixed term Pastoral Support program.

Normal Reflection runs from 8:30am – 4:00pm Poor behaviour whilst in reflection may lead to a Saturday morning detention.



Supervision & school work, whilst isolated:

The Reflection room will be a structured environment where students are expected to comply fully with the rules. All activities will be at the direction of the HOY or Student Support officer. Work appropriate to the ability of the student will be set by the class teacher and brought down to the Reflection room. Students will be expected to complete the work to the very best of their ability and will be encouraged to do so.

Praise will be given for good work and co-operative behaviour at the end of the day (- house points will not be given).

Misbehaviour in the Reflection Room:

Students who fail to follow the rules in the Reflection Room are likely face another full day of Reflection or be externally excluded from school (B4L Consequence tariff B6).

Procedures & Referrals:

Before any student can be referred to the Reflection room a member of staff must have followed all procedures within the Nobel behavior for Learning Policy.

Formal referral to the Reflection room is by members of the Senior Leadership Team and HOY only (with AH Fundamentals agreement); Directors of Faculty, teachers and form tutors will be consulted and, where possible, involved in the process.

The majority of referrals should be for one day only, however members of the Senior Leadership Team may, in consultation with other staff, increase or reduce this time. Some students with diagnosed behavioral issues may be unable to cope with a full day in Reflection and time may be spread over two days, or a reduced and different, more appropriate, action taken.

Referring staff **MUST** complete the Student Reflection form, which must be agreed by AHT behavior or the DH.

On the day that a student is placed into a planned Reflection they should report to reception at 9:00a.m, after which they will be collected by a SSO.

If a student fails to appear as required, the Student Support team will collect the student from their form group or lesson and escort them to the Reflection room. All students who are in Reflection should be in the room by 9am.



At the start of the Reflection, Students will be required to hand in their mobile phone where it will be kept safe by a Student Support Officer. Student support staff must complete the Record of Student Reflection form at the end of each day. This will be collected, comments recorded on to SIMS and placed into the student file along with other associated paperwork.

Inappropriate behaviour or failure to carry out work whilst in Reflection will lead to either additional time in Reflection, or an external exclusion. Work is provided for students in Reflection which is relevant and appropriate to the age and ability of the student.

On return to mainstream lessons, the student could be placed on report to further monitor behaviour (SLT or HOY report, dependent upon original poor behaviour). Students should also be referred to other relevant professionals if this is deemed necessary.

Reflection

Name:	Form:	Booth:	Reflection Date:
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Today's Timetable - please fill in the lessons and staff you are missing for today				
P1	P2	P3	P4	P5
Reason for Reflection				
Agreed: SMY/BBM				Date:

Staff	Period	Comments	Signed
	1		
	2		
	Break		
	3		
	4		
	Lunch		

	5		
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Reflection Failed: 1x extra day		Agreed by:	Reflection Passed:		Agreed by:
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Reflective thinking

ABC Mentoring

Discuss what you have written with the Alt Prov staff. Your attitude and how you fill in this form may determine what happens next.

What breach of the school rules (RRS) has caused you be to be in reflection?

I could have avoided this if I had....

What can I do to make it right?

What can I do differently in future to prevent this happening again?

This was the problem...	I thought to myself...	I felt ...
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Office use only:

Reflection entered on Sims by:	
Reflection entered on Sims date:	