





THE NOBEL SCHOOL
Policy for behaviour for learning

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Behaviour for Learning - Rewards & Consequences

This policy is a working document and may change throughout the school year. The Nobel School has a restorative approach to behaviour as we recognise that students might “get it wrong” and make a poor choice in their behaviour. Over five years we have embedded a “Pivotal” curriculum approach to behaviour when dealing with both good and poor choices in student behaviour.

This approach is based on The Five Pillars of Nobel Practice, which are:

- Consistent calm adult behaviour
- First attention to good practice
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

Teachers will have ongoing training throughout the year for their own practice and for any changes that the school wishes to make, as we adapt to what is relevant in the students behaviour and to meet changing needs. If any changes are made then the behaviour for learning policy may be updated, whereby there will be addendums added towards the end of the current policy and will be incorporated into full policy at the next full policy review and update.

The Behaviour for Learning Policy at Nobel establishes the ways in which all members of the school community contribute to the learning environment. Students are expected to attend school punctually, 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 applying the ethos of ‘Always learning’.

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 procedures (appendix 6), 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 or carers and:

- create a positive climate with realistic but high 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 CTL/Form Tutor/HOY/SLT as appropriate and the incident entered on the ARBOR system using the consequence tariff. All misdemeanours should be recorded onto Arbor, even if a staff member does not know a student.

If a student infringes the published uniform code (as per the guidance) this must be recorded in Arbor 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 – see staff training 5 to start & 5 to end;
- Giving clear instructions;
- Being well prepared with necessary materials available;
- Giving clear explanations;
- Dealing with misbehaviour quickly and calmly using the consequence tariff and Pivotal strategies;
- Setting clear goals and appropriate work;
- Extending and motivating all students;
- Giving live and others forms of feedback about progress and improvement;
- 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 (Covid-19 permitting), 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 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.

Curriculum Team Leaders (CTL's):

Curriculum teams, led by CTL's, 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 CTL 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 CTL, the SLT link can be available to assist in managing the poor behaviour within a faculty area.

The CTL, 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 or carers;
- Setting a no HOMEWORK detentions or 1 hour 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. There are daily routines tasks that must be undertaken by the form tutor during form time each day. For this aspect of work, a teacher is accountable to the HOY and SLT link 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 Administrator (LBS);
- Setting up and monitoring Pastoral Support Programmes with Assistant Head (Fundamental);
- 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 and carers 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/e-mails home;
- the use of in class recognition boards;
- 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;
- 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 – Achieve, Build, Care:

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 ARBOR 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 Nobel ABC 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.



Staff are required to link each house point awarded to one of the Nobel ABCs’ character virtues. These will be displayed in all rooms in the school and are:

Achieve your best: Conscientious, Resilient, Curious, Ambitious

Build your character: Grateful, Respectful, Honest, Considerate

Care for your community: Kind, Polite, Empathetic, Reliable

On a regular basis, staff will be expected to consider the students in their classes, form and year groups to nominate them for special praise. Those that have particularly impressed the member of staff since the last round of nominations will achieve one of the following awards.

- Class Award (fortnightly)
- Form Award (fortnightly)
- Subject Award (half-termly)
- Year Award (half-termly)
- SLT Award (half-termly)

It is imperative that when a student receives any kind of recognition, that the staff member informs the student and explains; what they have be awarded, why this meets our expectation of being a Nobelian and specifically what action was the award given for.

Students will also have an opportunity each half-term to compose a postcard for another member of our community to thank them.

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 ABC character development system.

If a student achieves 100% attendance for a whole term they will be awarded 3 house points on Arbor (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 house points on Arbor (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 house points on Arbor for each category of progress they have made in each subject.

- For each subject at ATL 3 and above, the student will receive 1 house point;

“Nobel Celebrates Success” Family Breakfast

After each data drop analysis for each year group, the top 20 (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 character development.

Each year group will have rewards and recognition at the end of each half term. Examples of the rewards are as follows:

- Most academic house points – boy & girl
- Most community house points – boy & girl
- 100% attendance
- Most significant display of Nobel character development and ethos

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

Administration:

All other house points should be entered on the ARBOR 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 ARBOR.

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, relentless 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 relentless classroom routines for the start and end of the lessons.

Teachers have high expectations of our students. There is an expectation at Nobel that students will always give their best effort in their approach to work and their conduct. If staff feel this not to be the case a consequence may follow.

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, issuing CTL or a member of the Senior Leadership Team.
- Sanctions will be entered on the ARBOR 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 **re-direction and reminder** of the expectations
 2. if the behaviour continues, they will **warn** the student of the likely consequences of breaking the school rules (RRS)
 3. if the behaviour still continues, they give the student a **caution and direct the student** to change their behaviour
 4. if the behaviour continues, they give the student a final opportunity to change their behaviour. This will be in the form of a **“time out”** of the lesson for a short period of time. Staff will have a conversation with the student and expect compliance upon return to the classroom
 5. a sanction will be issued if the behaviour persists upon return to the class or non-compliance whilst on a “time out” discussion. The student will be moved to a **“cold spot”** in another faculty classroom with another staff member for the remainder of the lesson.
- If the student is given a “cold spot” by a teacher a restorative conversation will be generated for the next day. The aims of the conversation is to state to the student, the behaviour that led to the cold spot, discover who has been affected by the poor behaviour, but more importantly, how to get it right next time. A 1hr detention will be logged on Arbor.

Serious incidents:

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).

This information 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). 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 an alternative to fixed term suspension (AFTS) or a short fixed term suspension (FTS)) 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 or carers to be notified. These are accessible /visible on Moodle or the school-comms App. Detentions of a longer duration will be notified to the parents or 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 consequence 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 and therefore students receive sufficient opportunities to correct the behaviour.

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 Arbor or Suzanne Carter.

There is a hierarchy of seriousness which is shown below:

- Detentions for lateness, and GUMPE (Gum, Uniform, Make up, Phone & Equipment) will happen on a Tuesday and Friday when the student accumulates 5x incidents during a half term. Arbor will monitor this system and place students into the detention when the threshold is reached.
- No homework and lack of effort in class detentions for up to 1 hour – Tuesday and Friday.
 - If 5x no H/W or lack of work/effort happen in any one week the student will be placed into SLT det on Thursday by Arbor.
- After school detention for poor behaviour (cold spot) for 1 hour – Tuesday and Friday.
- Senior Leadership team after school detention for 2 hours on a Thursday.

If a detention is issued, it is expected that the student will attend and be on time. There are 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 discreetly remind the student. Tutors will let students know during form time about any upcoming detentions.

In some instances, the length of the detention may be reduced by the staff member who set the detention. This would be after the student and staff member have had a restorative conversation about the incident. Nobel uses restorative conversations in an attempt to prompt reflective thinking and teach the students how to improve their behaviour. If the student responds well to such a conversation, the detention time due to be served could be reduced considerably or even removed (the behaviour will remain logged on Arbor if this is the case).

Parents and carers are able to monitor their child's behaviour, and specifically track when detentions are given and the date set, by using the free "Arbor" app for mobile devices.

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;

- A no show to a 1Hr detention will result in an SLT 2 hour detention on a Friday
- A no show to an SLT will result in a day in reflection and being placed on HOY report.

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 3:15pm to 5:15pm on a Thursday. Students will be required to sit upright in their seat and will be expected to use the time productively, i.e. reading.

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 or carers 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 in the Admin office.

Restorative actions and reparation:

If a student is “cold spotted” after the reminder, warning, caution and 1hr detention will be issued and logged onto Arbor. Prior to the detention, and preferably before the next timetable lesson, a scripted restorative conversation will happen between the student and staff member involved. If the staff member feels the student responded well to the discussion and the behaviour improves the next lesson, the student may not be required to attend the whole detention; but the detention will remain on the system as a record of the incident.

In some circumstance students may be required to undertake some community service in order to go some way in making amends for a misdemeanour. This could range from lunchtime litter picking, spending time assisting in the library or helping younger students with reading. This type of community service will be decided upon by the HOY and the Assistant head and could be a consequence for behaviour such as vandalism, stealing from the community or persistent disruption of learning. The primary purpose of this consequence is of course to try to make amends for a wrongdoing in the school community but similarly its purpose is to continue to build and develop good character in a student. This change in approach would proactively support the development of character whilst enabling to student to feel part of the school community.

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 or 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 suspension 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 or carers, 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 and suspensions:

The school follows government guidelines on good practice, ensuring that all students have work to complete whilst at home and that parents or carers 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 an internal or external fixed term exclusion, a reintegration meeting will take place with the student, parents or 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 the school community when all potential risk/safety issues have been resolved to the satisfaction of the SLT member. Community service may be added as part of the reintegration where deemed appropriate.

BEHAVIOUR FOR LEARNING – CONSEQUENCE TARIFF SYSTEM

Tariff	Examples of Behaviour (not a fully exhaustive list)	Possible Sanction/ consequence for student	Staff Guidance.
Reminder, Caution, Last chance (0 point)	<ul style="list-style-type: none"> Low level disrupting the learning of others e.g. Arguing; constant talking/shouting; Out of seat; Running in corridors; Littering; Refusal to follow basic staff instructions, in class, break or lunchtime; Insufficient/no work completed- slow starter; Offensive language (including swearing in conversation); 	Subject teacher – re-direct, reminder, caution & last chance; a final opportunity to change behaviour	Each lesson is a FRESH START! Staff to use professional judgement & strategies (drive by-shake of head, tap on shoulder, raised palm of hand- fogging, 30 second intervention etc) Sanction entered on ARBOR
GUMPE Late to school Time out to reflect (-1 point)	“NOT READY FOR SCHOOL” GUM, UNIFORM, MAKE UP, PHONE, EQUIPMENT. Late to school – missed gate &/or late to form. Excessively late after register is closed. Repetition/continuation of any of the above and not changing the behaviour after R, C, LC above.	5x incidents of “not ready for school” in a half term = 1 hr detention. Det KS3 Tues, KS4 Fri. Conversation in form time.	MUST be entered on ARBOR. Confiscation & items placed securely/centrally. De-escalation phase, give choices where possible.
No Home work No work/ lack of effort (-2 point)	Failure to hand in subject homework/ homework not completed. Failure to complete any work in a lesson OR failure to give absolute best effort towards work in a lesson – high expectations!	Det KS3 Fri, KS4 Tues after school – central, then taken to faculty area. H/w completed & handed in Student required to stay behind to complete work/set lack effort/no work det. e-mail sent home to parents. 5x incidents within one week = SLT detention	No H/W must be entered on ARBOR & DET allocated by staff. Staff to use professional judgement Conversation with student must be had & logged on ARBOR Staff/CTL to e-mail home logged.
External referral/ cold spot (-3 points)	Continued disruption following Time out sanction;	- 1hr Detention Moved/sent to other Faculty room (cold spot). Formal restorative conversation with staff/student - apology to staff/class (if appropriate). Det KS3 Tues, KS4 Fri.	Sanction MUST be entered on ARBOR & call home logged.

Serious Poor behaviour (-4 points) SLT Det	<ul style="list-style-type: none"> Further disruption etc; Misbehaviour in a detention; Swearing at another student; Being in the vicinity of smokers; Possession of laser pen; Truancy from class/unauthorised off Site Dangerous/inappropriate behaviour that could harm; Actions which provoke/goad/initiate an assault; Refusal to tell the truth / deliberate lying to staff. Smoking/use of e-cigarette. 	Removal to other Faculty room (cold spot). Restorative conversation with staff/student - apology to staff & class (if appropriate). Community service. SLT Detention THURSDAY (CTL to agree) – 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.	ONWARDS = SERIOUS INCIDENT. Full info re incident MUST be gathered using appropriate forms. Sanction MUST be entered on ARBOR after CTL/HOY/SLT have approved the consequence. (removed from lessons/ break/ lunchtime)
Serious Incident; Serious breach of school rules (-5 points)	<ul style="list-style-type: none"> Swearing at or about a member of staff - Intimidating a member of staff; Fighting/Bullying incident; Deliberate defiance (refusal to follow a direct instruction compromising safety or learning) / walking away from a member of staff / extreme rudeness, REFUSAL of COLD SPOT; Smoking/use of e-cigarette/possession of alcohol/ illegal drugs; Inappropriate use of mobile phone/ computer/use of laser pen; Persistent disruptive behaviour/ poor behaviour during a SLT detention or Reflection; bringing the school into disrepute; Throwing items over balconies/down stairwell; Possession of alcohol/ illegal drugs; 	May be removed by SLT – “ Reflection ” Community service. Restorative conversation with staff - apology to staff & class (if appropriate) Planned “Reflection” will be a school day. OR Alternative to Fixed Term suspension (AFTS) & possible HOY/SLT Report. Restorative research project – parents called in to watch. Re-integration meeting. Possible Subject respite or PSP.	Sanction MUST be entered on ARBOR after CTL/HOY/SLT have approved the consequence. Holding call made – HOY/SSO/CTL. USE: coldspotrefusal@nobel....
OFF ARBOR behaviour Tariff	<ul style="list-style-type: none"> Persistent serious poor behaviour Possession of offensive/dangerous weapon; Consuming, intent of, or supplying illegal drugs onsite; Deliberately starting a fire; Assault; persistent bullying; racist or homophobic abuse; theft/ graffiti/ vandalism; Threats/pre-meditated assault/violence towards a member of the school community whilst offsite; Threats/pre-meditated assault/violence towards a member of staff; sexual misconduct. 	AFTS OR likely Fixed term suspension OR Permanent Exclusion Restorative research project – parents called in to watch. Re-integration with Headteacher. Possible: PSP or Managed move or appropriate level of Report	

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

N.B. Mobile Phones: Mobile phones and airpods/headphones are permitted in school but are NOT to be used or seen at all within the school gates; at any time of the day. Phones should be turned off during form time. 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 or carers will receive a text from the school to this effect). If the phone is confiscated for a second time in the half term, it will be returned when a parent/carers comes into school to collect it (parents or carers 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 ARBOR.

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. A behaviour Improvement plan & record (BIPR) may be started which targets interventions with a view to improvement. Interventions as a result of this data collection and BIPR 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 – 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 or 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:

Appendix 1: Page 17 - Procedures for Break and Lunchtime

Appendix 2: page 18 - The Late & GUMPE System

Appendix 3-5: pages 19-22

- Student Incident - STAFF Account form
- Student Incident - STUDENT Account Form
- Serious Incident Standard Summary Form (SLT, HOY)

Appendix 6: page 24 - Protocol for Communication home for Serious Incidents

Appendix 7: page 25 - Anti-bullying procedures

Appendix 8: page 27+ - Reflection Room Protocols

Appendix 1:

Behaviour Procedures for Break and Lunch times

Break

Mid-morning break is at 11:00 – 11:20am.

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 ARBOR except in the matter of a serious incident).

Lunchtime

Lunchtime is at 13:20 – 14:15pm.

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 ARBOR and run detentions) except in the matter of a serious incident.

APPENDIX 2:

The late and GUMPE detention

Lates

School starts at 8:30am, and it is our expectation that every student will be in the form room at this time; the school gates close at 8:25am. If a student arrives after this time they will be given a “late” mark by the form tutor into ARBOR ,or by reception, alerting the Attendance Officer about the late arrival to school of a student; having signed in when the gates are closed.

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 form board, website & newsletter);
- The wearing of excessive **Make-up** (very discreet make up is permitted such as light foundation and light mascara);
- Use of Mobile **Phones** is not permitted within the school gates (or a phone rings);
- Lack of appropriate **Equipment** for lessons.

If **5x GUMPE or lates** are recorded on Arbor within a half term the student will receive a 1hr detention. Students will be expected to be working, or reading, for the duration of the detention.

If a student fails to attend the detention they will be placed in a 2 hour SLT after school detention. In this case the parents or carers will get notice of the detention.

The GUMPE and late monitoring system is administered by Jane Nash/Suzanne Carter and the SSO for that particular year group.

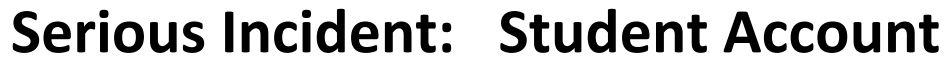
Failure to attend these detentions may result in an internal or external fixed term suspension.

Appendix 3-5:



Serious Incident: STAFF ACCOUNT

Staff Name:	Date:
When did the incident happen?	
Where did the incident happen?	
Who was involved?	Who were the witnesses?
What happened? Please give as full a description as possible (who said what, who did what, when, where etc) describing how you felt & your emotions in response to this event.	



What happened?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Name of Staff taking student account/assisting student writing this account:

Date:



Serious Incident: 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):

Student(s) involved

Witnesses

Staff present

Y	N
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Has this incident been discussed with the HOY?

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

Have the parents / carer been called

Are there any SEND/SEMH/External Agencies involved?

Y	N
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

If YES, please leave 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). Please state below the consequence you believe should be taken against the student. Please apply the Behaviour for Learning Policy

1 Hour Detention	SLT Detention	Reflection	AFTS	FTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consequences decided by SLT:

1.

2.

After discussion with SLT, please enter onto ARBOR & pass this paperwork to student support for file.

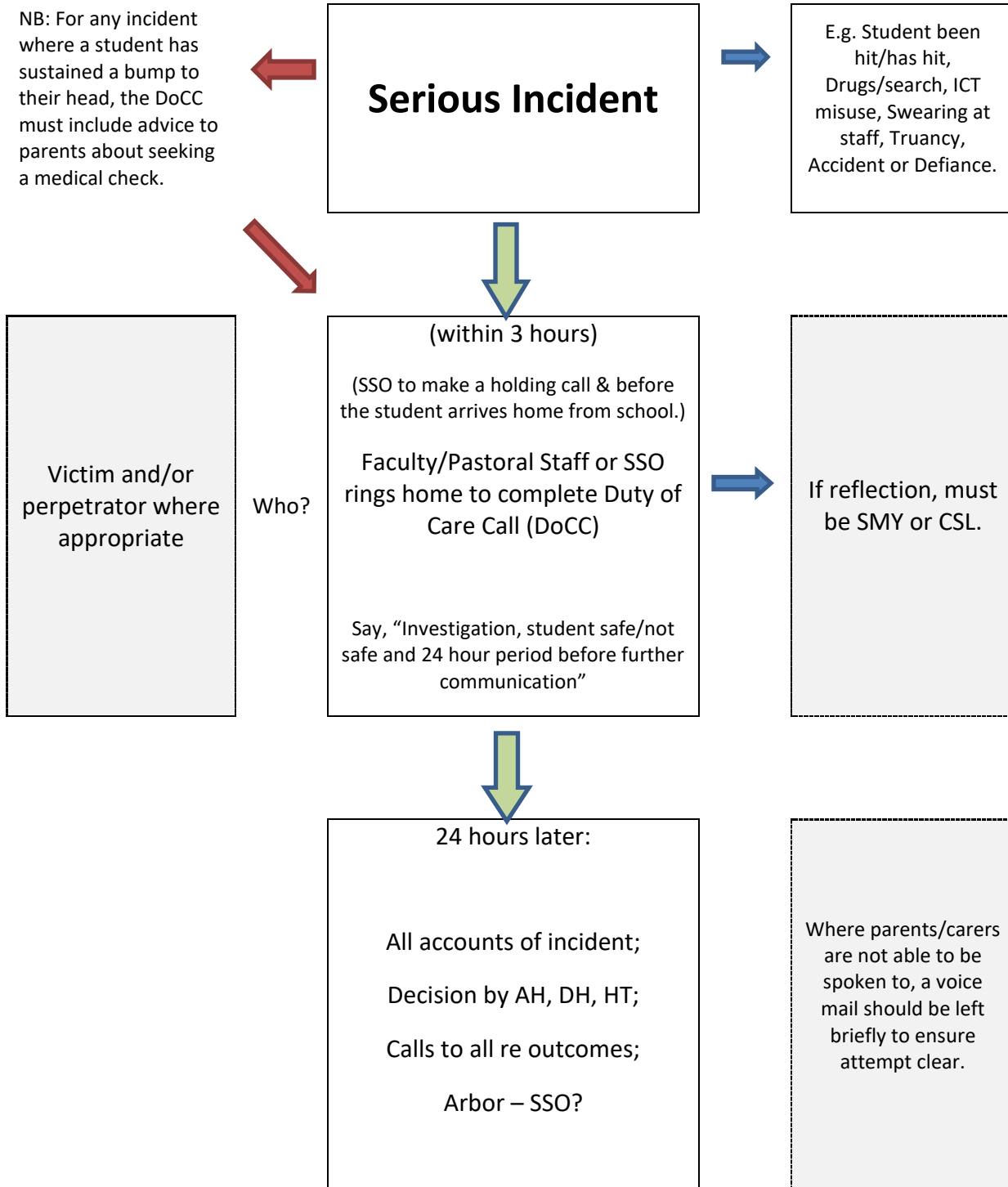
Name & Signature of staff completing this form:

Entered on ARBOR; date:.....

Tariff:.....

BY:.....

Protocol for Contact/Communication with home for Serious Incidents



Appendix 6: Anti-bullying process

WHAT IS BULLYING?

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (Safe to Learn, DfE 2007) “.

“People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.” (Safe to Learn, DfE 2007)

The Nobel school works hard to ensure that all students know the difference between bullying and simply “falling out.”

PROCEDURES:

All reported incidents or allegations of bullying are taken seriously. A record is kept of all alleged incidents. If bullying includes racist or homophobic abuse, it is logged and reported to the Assistant Headteacher responsible for Fundamentals within the school.

The following illustrates the formal process that will happen when there is an alleged incidence of bullying. The principal aim of the process is to keep the victim safe whilst being supportive via building resilience and coping strategies. The process may end up being punitive to the perpetrator with parents been informed if the bullying does not stop.

An allegation of bullying is made and the details are passed to the head of year, or information about the allegation is gathered by the head of year and student support officer. This may involve statements initially from the alleged victim and any witnesses, including staff.

An initial assessment meeting is held involving the head of year, student support officer and the assistant Headteacher to discuss the allegation. A decision is made as to whether the school considers this to be a case of bullying or not.

If at this meeting the school considers that there is a case to be answered about bullying a formal bullying case will be opened (see below).

“Open Case” stage 1: building the resilience and coping skills of the victim whilst gathering sufficient evidence to prove that bullying is happening to confidently refute any denial by the bully:

- Daily /Weekly meetings (frequency as needed) will be arranged between the victim and student support, initially as a supportive and information gathering process;
- The victim will be issued with a bullying diary to log any continued incidences of bullying and to log thoughts and feelings. This diary will form the basis of the discussions between the victim

- and student support and will be used as a prompt for stimulating discussions about resilience;
- A timescale will be set about how long this first phase of the process will last. This could be from two weeks up to four weeks.
- The alleged perpetrator will not normally be involved at the first stage of the process. This decision however will depend upon the perceived level of risk and harm that the victim has, or could suffer.

“Open Case” stage 2: stage one has been completed and the student support officer and HOY are satisfied that the victim is still suffering bullying from the same perpetrator.

- The perpetrator of the bullying is invited to a formal meeting with the assistant headteacher, head of year and student support officer.
- They are presented with the allegations, talked through the process to date, the diary and log of evidence which has been collected over the previous weeks.
- They are given an opportunity to state their case and answer the allegations.
- The school’s stance on bullying is explained to the perpetrators. It is made clear that if direct or indirect bullying does not cease there will be serious and significant consequences to their actions.
- The parents of the perpetrator are informed of the allegations and the school’s actions to date. It is made clear during the conversation about the possible consequences should the bullying continue. The parents are asked for their support in dealing with their son or daughters bullying behaviours.

The victims meetings with student support, the bullying diary and supportive discussions about coping strategies will continue for a further 2 to 4 weeks.

“Open Case” stage 3: stage two has been completed and the student support officer and HOY are satisfied that the victim is still suffering bullying from the same perpetrator.

- The perpetrator of the bullying, along with parents, will be invited to another formal meeting and told the school believes the bullying has not stopped. Consequences as per the behaviour for learning policy will be enacted. This could range from a period of time where the student is withdrawn from social and leisure times, withdrawal to the hub, a fixed term exclusion or eventually permanent exclusion.
- The parents of the perpetrator will be told of this decision either via telephone or in a face-to-face meeting.

If appropriate, the students will undergo a process of reconciliation via a staff supervised restorative conversation.

At any of the stages above, once the victim is reporting that the bullying had ceased, the case will be closed. If this is the case all records will be kept, the victim will continue to be supported and monitored by the SSO and the parents will be informed.

If at the initial assessment discussion the school considers that there is no case to be answered about a bullying allegation, a case will NOT be opened. If this is the case, the alleged incident will be logged and the alleged bully/bullies names will also be logged. The alleged victim will be monitored by SSO to ensure there are feeling safe.



Nobel

The Reflection Area: - “Reflection and the Pass”

Procedures & Protocols

July 2022



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 and praise 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 students 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 Area - Internal Isolation and “The Pass”

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.

The Pass, a small classroom, is used for students who may be withdrawn from lessons but who do not need to be in reflection. The room is supervised and students will be expected to work on subjects they are continuing to study. The pass will be used for the third day of a AFTE, as opposed to reflection, and the student will normally undertake a specific project before passing back to the main school environment.



Aims of the rooms:

- 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 FTE.
- 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 the supervising staff member, 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 or carers, be placed on a Pastoral Support program.

Normal Reflection runs from 8:30am – 4:00pm Poor behaviour whilst in reflection will lead to the reflection period to be extended.



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 Pass Director. Work appropriate to the ability of the student will be set and usually completed on a computer. Students will be expected to complete the work to the very best of their ability.

Praise will be given for good work and co-operative behaviour at the end of the day (ABC 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 excluded from school (FTE).

Procedures & Referrals:

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

Formal referral to The Pass 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.

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 Pass. All students who are in The Pass should be in the room by 9am.

At the start of the sanction, students will be required to hand in their mobile phone where it will be kept safe by the Pass Director. At the end of each day the Pass director will complete the Record of Student Reflection form. This will be collected, comments recorded on to ARBOR and placed into the student file along with other associated paperwork.

Inappropriate behaviour or failure to carry out work whilst in The Pass will lead to either additional time in, or an external suspension.

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:
--------------	--------------	---------------	-------------------------

Today's Timetable - please fill in the lessons and staff you are missing for today				
P1	P2	P3	P4	P5
Reason for Reflection				

Staff	Period	Comments	Signed
	1		
	2		
	Break		
	3		
	4		
	Lunch		
	5		

Reflection Failed: 1x extra day		Agreed by:	Reflection Passed:		Agreed by:
------------------------------------	--	------------	--------------------	--	------------

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?

ABC Mentoring

This was the problem...

I thought to myself...

I felt ...

--	--	--

Office use only:

Reflection entered on Arbor by:	
Reflection entered on Arbor date:	