

Behaviour and Rewards Policy

Nene Park Academy



Version Number:	9
Applicable to:	NPA – All year groups
Committee:	Experience
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Revisions

Version	Page	Description of change	Approved
8		Common language to Valued behaviour definition & Detrimental behaviour definition (previously pro-social and anti-social).	Yes
8		Language change from Internal Exclusion to Internal Suspension (1 day).	Yes
9	8–10	Rewards and Achievement Point criteria reviewed and updated, including 1, 3 and 5 House Point criteria and reward thresholds. IDEALS added to Sixth Form rewards/recognition alongside PLEDGES and NPA Challenges.	
9	21	Payback – Update linked to attendance at R&E sessions	
9	31	Mobile phone expectations, confiscation and BROMCOM recording procedures updated.	
9	32	Lateness and punctuality procedures reviewed, including House/BROMCOM tracking and escalation.	
9	33	Homework consequences and escalation procedures updated.	

9	33	Academic malpractice and plagiarism procedures added, including JCQ requirements and BROMCOM recording.	
9	39	Consequences for deliberately throwing objects, food or liquid reviewed and clarified.	
9	47	Inappropriate use of mobile devices updated, including recording fights, confiscation and subsequent phone restrictions.	
9	49	Electronic Report Card and Pastoral Support Plan procedures reviewed, including monitoring periods and escalation.	
9	50	Searching, screening, prohibited items and confiscation procedures clarified.	

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Mission:

In the **vibrant and dynamic learning environment** of Nene Park Academy, **kindness, hard work and ambition** shape the future of our students so they are **safe, happy and successful**, now and in the future.

We are committed to achieving **excellent student outcomes** by providing a **safe, inclusive, and supportive community** where every student feels valued and inspired. Through **expert teaching and continuous improvement**, we endeavour to nurture the holistic development of our students, equipping them with the skills, knowledge and mindset to **thrive in an ever-changing world**.

Our aim is to empower each student to become **the best version of themselves**, embracing their unique talents and strengths. We strive to instil in them **a lifelong love for learning** and the resilience to overcome challenges. As they leave us, we envision our students embarking on **a journey of 70 plus fantastic years**, equipped with the tools and experiences that will enable them to lead fulfilling lives and make a positive impact on the world.

With determination, innovation and **unwavering dedication**, we will leave an indelible mark on the hearts and minds of our students, making their academic journey with us one they will **remember for a lifetime**.

Purpose of this policy

We endeavour to teach and promote valued behaviours rather than manage and control detrimental (difficult and dangerous) behaviours. We achieve this through a behaviour curriculum running through our daily interactions with students and alongside the experiences and learning we provide them, both in and out of the classroom.

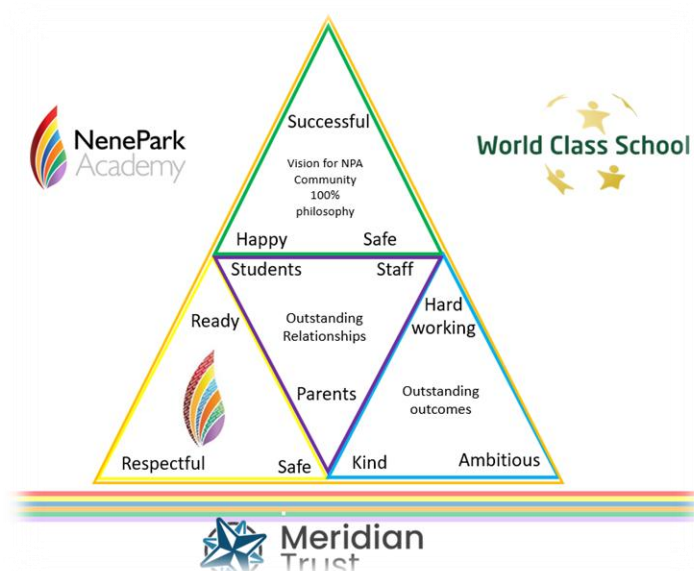
Positive or valued behaviour reflects the values of the academy, readiness to learn and respect for others. All staff must model and teach positive, valued learning behaviours, so that they understand what behaviour is expected and encouraged, and what is detrimental or prohibited. This is met with positive reinforcement when expectations are met, and appropriate consequences when they are not.

Positive reinforcement and consequences are both important and necessary to support a positive and safe academy culture. Our behaviour policy and resulting behaviour curriculum defines the expected valued behaviours in addition to the unsocial and detrimental behaviours which are not accepted. It is centred on what successful behaviour looks like and aims to define it clearly for all parties, representing key habits and routines which are required in a successful academy.

Adjustments will be made to these routines for students with additional needs, where appropriate and reasonable, to ensure all students can successfully and consistently demonstrate valued behaviours that we expect of them and everyone else. Reasonable adjustments should be made proactively and by design where possible and should be reviewed periodically.

All staff will know how to promote and teach valued behaviour and manage detrimental behaviour, and to understand what the student's behaviour might be communicating. Detrimental behaviour is commonly a result of unmet educational, mental health or other needs or vulnerabilities. All staff will focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies and so our policy will endeavour to:

- Teach, encourage and model valued behaviour and respect for others.
- Promote self-discipline and proper regard for authority amongst students.
- Prevent bullying and work alongside NPA's Anti-Bullying Policy.



Behaviour Blueprint

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Therefore, we expect students to be:

Ready – Students should be punctual, in correct uniform, with correct equipment for each lesson. They show an enthusiasm for learning and challenge themselves to achieve their very best in everything they do.

Respectful – Students should be respectful of themselves, to other students, staff and the environment in which they work and learn. They meet the academy's expectations and allow themselves and others to learn in a purposeful and diligent fashion. Their actions in and around the academy contribute to keeping themselves and others safe.

Safe – In lessons, at break times, as they move around the academy, on their way to and from the academy, students should keep themselves and others safe through the way they behave and interact with other members of our community

Students are expected to be:

- **Kind** - Friendly, generous, and considerate of others' feelings.
- **Hard working** - Commit to every task with a great attitude. Someone who reads, listens, and works to their full potential and never gives up.
- **Ambitious** - someone who sets high standards for themselves, embraces challenge, seeks opportunities to improve and believes that effort and determination lead to success.

Every student:

- Is regularly made aware of the academy's behaviour standards, expectations, pastoral support, and consequence processes.
- Is expected to demonstrate our valued behaviours, upholding the 3 simple academy rules, contributing to the development of a positive academy culture.
- Is asked about their experience of the academy's Behaviour and Rewards approach and has the opportunity to provide feedback on the academy's behaviour culture.

This helps to support the evaluation, improvement and implementation of the Behaviour and Rewards policy. Is supported to achieve the behaviour expectations through positive relationships with staff and clear communication as well as excellent role modelling

The role of parents is crucial in helping schools develop and maintain good and valued behaviour. Therefore, parents are expected to:

- To support the academy and its policies. Parents/carers are encouraged to get to know the school's Behaviour and Rewards policy so they can help their children meet our expectations, and thus be successful in their learning at NPA
- Where possible, take part in the life of the academy and its culture.

- Have an important role in supporting the academy's behaviour policy and are encouraged to reinforce the policy at home as appropriate.
- Raise any concerns they have about the management of behaviour directly with the academy, while continuing to work in partnership with them.
- Where appropriate, be included in any pastoral work following their child's demonstration of detrimental behaviour, including attending reviews of specific behaviour interventions in place.
- Attend re-admission meetings to support a successful return to lessons.
- Work and communicate with all staff respectfully, politely and calmly.

Staff will endeavour to:

- Be highly visible.
- Be **calm, clear and consistent** – poor behaviour is met with a rational reminder of academy expectations. Responses are proportional and planned.
- Give **first attention to best conduct & catch them being brilliant** – focus on the 98% who are doing what we expect. Use recognition boards and reward valued behaviour.
- Ensure **relentless routines** are in place – duties, meet and greet, classroom, keep to department and form time routines.
- **Script difficult interventions** - deal with unsocial and detrimental behaviour in a calm, consistent, rational and deliberate fashion.
- Engage in **a restorative follow up** where appropriate – Hold a coaching conversation about a specific event. Students get what they need, not what they deserve, as part of payback and re-admission meetings.

The Leadership Team (all staff with TLRs and above) will endeavour to:

- Be highly visible.
- Routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Ensure that the academy's behaviour and rewards policy is implemented fairly and consistently by all staff throughout the academy.
- Model respectful behaviour in front of staff and young people and expect the same from them.
- Regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour.
- Lead staff in the teaching of students in how we wish them to behave.
- Guide and support staff in behaviour management.
- Act as a point of escalation where it is deemed necessary.
- Provide additional targeted support for young people with social, emotional, behavioural and mental health concerns.
- Support tutors in working alongside parents to secure and promote positive and valued behaviour.
- Monitor behaviour and rewards data to support students by putting appropriate resources into areas where specific areas require improvements.

- Encourage and facilitate appropriate training for staff to meet the expectations of the policy and assist in meeting the needs of students.

The Academy Council will endeavour to:

- Monitor the effectiveness and consistency of the implementation of the academy's behaviour and rewards policy.
- Monitor the use of off-site direction, alternative provision and managed moves to ensure they are lawful, regularly reviewed, used only as part of a planned intervention and are in the best interests of the student. The Academy Council will receive information regarding placement outcomes and ensure statutory review requirements are fulfilled.
- Consider the interventions in place to support students at risk of suspension or permanent exclusion.
- Expect the leadership team to use Trust, parent, student and staff feedback to gauge the effect of the academy's behaviour and rewards policy and make adjustments where necessary.
- Review the Principal's decision if:
 - It is a permanent exclusion.
 - It is a suspension that alone, or in conjunction with previous suspensions, will take the student's total number of days out of academy above 15 for a term.
 - It is a suspension or permanent exclusion that will result in the student missing a public exam or national curriculum test.

As an Academy we will collect data from the following sources to help us to monitor the impact of our policy:

- behaviour incident data, including removal from the classroom.
- attendance, permanent exclusion and suspension data.
- use of appropriate provision, off-site directions and managed moves.
- incidents of searching, screening and confiscation.
- anonymous surveys for staff, students, academy council and other stakeholders on their perceptions and experiences of the school behaviour culture.

Partnership For Learning agreement:

We believe staff, parents and students are all 'partners in learning' and should work together to promote outstanding progress and achievement and positive behaviour. Our vertical House system ensures that every individual student is known, valued and supported. This agreement applies to all students in **Years 7–13**, and all parents, tutors and students are expected to agree to our **Partnership for Learning** document annually, and sign again if returning from suspension.

Valued Behaviour

We expect students to be able to learn in a calm, safe and supportive environment protected from disruption. Staff will promote, teach and actively 'catch' students showing valued behaviours, they will praise and celebrate students showing our values. We believe that acknowledging and responding to valued behaviour is essential to motivate further acts of valued behaviour. Rewards and recognition will be given as a result of valued behaviour, not as a bribe in return for desired behaviour.

- The academy defines valued behaviour as behaviour held in high regard by an individual, the community, or the environment. Creates helpful feelings in self or others.
- Behaviour is characterised by a concern for the rights, feelings, and welfare of others.
- Behaviour which benefits other people or society.

Rewards used to recognise valued behaviour

Students are consistently rewarded by staff through achievement points (1 house point, 3 house points and 5 House points for over and above)

Achievement Points:

1 Point - Positive behaviour that supports learning and our community.

3 Points - Above expectations – going further than the norm.

5 Points (Over and Above) - Exceptional behaviour or achievement that stands out.

We recognise and reward students who consistently make the right choices and meet the expectations of the academy, every day and throughout the year.

We provide additional celebration and reward trips that '*Extend the Boundaries of Learning*' for all students.

We make use of the positive reward points that students accumulate and recognise the achievements of those who amass significant reward point totals.

We provide students with further motivation to be 'Kind, Hard Working, Ambitious.'

Award	Criteria	Reward	Frequency
The Award for Consistency	A student who has gained more than 15 HOUSE POINTS from multiple sources.	A variety of rewards used such as: Certificates Vouchers Skip the queue passes	
The House Champion Award	Awarded to the student with the most HOUSE POINTS in the house. Y7-11 and Sixth Form		
The Senior Tutor Award	Discretionary award decided by the ST of each house.		

The Student Support Advisor Award	Discretionary award decided by the SSA of each house.		Termly
The Assistant Principal Award	Discretionary awards decided by the AP of each house.		
Principal Award	Nominated by staff for going above and beyond.		
The Bronze Merit	Awarded to Students who reach 150 HOUSE POINTS.		
The Silver Merit	Awarded to Students who reach 300 HOUSE POINTS.		
The Gold Merit	Awarded to Students who reach 500 HOUSE POINTS.		
The Platinum Merit	Awarded to Students who reach 1000 HOUSE POINTS.		
The Best Performing Form Award	Awarded to the form group with the most HOUSE POINTS in the house.	Certificate Entry into the draw to win a bike.	
The 100% Attendance	Awarded to all Students who have achieved 100% attendance for the term. A screen shot from BROMCOM will suffice.		
Form Attendance	Awarded to the form with the highest attendance in each house. Form with the highest attendance in the academy.		
House Attendance	Awarded to the house with highest attendance	Certificate & Trophy	
PR Data Rewards (Houses)	Students who have always/mostly for Ready and Respectful	House Breakfast – Organised by House Teams	Termly
Department Awards	Students are nominated from Curriculum Area leaders for attainment, progress or for being kind, hardworking and ambitious in their subject.	Certificate	Termly

Department Rewards English and Maths	Students who have gained the most XP Points from English and Maths	Certificates & Vouchers	Termly
Outstanding Citizen Award	Discretionary reward given to the student whose Behaviour benefits the whole of Peterborough, Cambridgeshire or even Nationally.	Certificate	When appropriate
Beautiful Work	Students are sent to the Principal during lessons when they produce a piece of beautiful work.	15 house points Postcard and email home. Celebrate on social media	Everyday
Pride in presentation	Students work is nominated each week if they have produced a piece of work that is presented exceptionally well. A weekly winner is decided by SLT	10 house points Celebrate on social media	Weekly
PLEDGES	PLEDGES is an awards system which offers students a range of character-building opportunities that enhance their learning and development. Students are awarded for Bronze (take part in), Silver (help organise) and Gold levels (to lead): • Participation Pledge • Leadership Pledge • Excellence Pledge • Diversity Pledge • Giving Pledge • Environmental Pledge • Service Pledge	Certificate Badge	Termly
IDEALS (6 th Form)	IDEALS is a Sixth form awards systems which is part of the pillars of success at NPA through academic achievement, personal growth, leadership and service. Students are awarded in the following categories: • Internationalism • Democracy • Environmentalism • Adventure • Leadership	Certificate Badge	Termly

	• Service		
NPA Challenges	41, 61 and 81 things to do before you're 14, 16 and 18 – #npachallenge Students are challenged to try new things and experiences, to help them find what skills and interests they have. Our staff have produced lists to challenge students to experience a wider range of tasks. When complete students take a picture of doing the different challenges and show it to their form tutor.	There are rewards on offer to the students who complete, 'The Adventurer', 'The Challenger', 'The Champion' and 'The Discoverer' challenges.	Termly
KHA Festival	The 'KHA Festival' will provide opportunity for students to select one of several trips, visits and activities that are staged offsite, on the school field and in specialist classrooms. Students who have accumulated the highest net achievement points get to choose first and get money off any off-site trip.	This is a tangible and significant reward for those students who are regularly 'Kind, Hard Working & Ambitious' in their approach to academy life and learning.	Annually

Below is a non-exhaustive list of valued behaviours and how we would like staff to respond

Behaviour	Adult Response
100% Attendance for a half term	Celebrate and display on Form recognition board Senior Tutor recognition in rewards assembly 100% attendance certificate Be specific in thanking students for the behaviour you want to see Thank student for being ready If done consistently, recognise as "Always" Ready, Respectful Safe on report Staff log on BROMCOM Tutor to recognise on tutor display board PLEDGES/Challenge certificate and badge given out in assembly
100% Punctuality	
Bringing all equipment	
Adhering to the dress code	
Going directly from lesson to lesson	
Completing PLEDGES, IDEALS and challenges activities	
Concentrating in class	Names on recognition board Be specific in thanking students for the behaviour you want to see House points 1, 3, 5 dependents on quality and repetition 5 House Points logged on BROMCOM and phone call/email home
Listening actively	
Reading aloud in class	
Positive verbal contributions in class	
Not calling out	
Being positive/resilient	
Using manners - saying please/thank you	
Being empathetic to others	
Tidying up / collecting litter	
Sharing good work	
Supporting others in learning / practical sessions	
Encouraging others	
Handing out books	
Lending equipment to peers	
Working proactively in group and team settings	
Leading activities / group work	
Self-regulating	

Completing additional work around a topic	Name on recognition board 5 House Points logged on BROMCOM with a full comment to describe what it was for It's encouraged, but not expected that staff email/phone home to further communicate this reward Work that is over and above should be displayed in the classroom
Beautiful work	Name on recognition board Student sent to show work to the Principal. Principal's PA logs 15 House Points on BROMCOM & awards a postcard
Scoring 100% "Always" on the report.	Positive recognition in tutor time and assembly Celebrate and display on form recognition board
Moving around the building in a calm and purposeful manner	Staff will say 'thank you' to students moving around the academy in a safe way and displaying the required behaviour
Representing the Academy	Celebrate and display on form recognition board Staff leading will send photo and notes to Mrs Abell for inclusion in newsletter/parklife House colours (representing the academy at sports) badge given out in assembly
Taking part in litter picks	5 House Points logged on BROMCOM with a full comment to describe what it was for It's encouraged, but not expected that staff email/phone home to further communicate this reward Checking off PLEDGES
Participation in charity events	
Peer mentoring	
Helping with transition evening, primary events, open evenings etc	House team log 5 House Points on BROMCOM
Being a positive role model/academy Influencer. To pursue excellence by going above and beyond basic expectations.	Acknowledgement by senior tutor in celebration assembly and/or
Leadership roles; Cadets, Sports Leaders, Senior Student Leaders, Head Students, Human Utopia Heroes, running session 6, Library Leaders, House Captains, Subject Leaders	Nomination for Principal's award - Half termly Nominated by staff, awarded by Mr Grover and/or

Participation in whole academy productions; drama, music etc	Acknowledgement in Student Bulletin/Park life article written by organising member of staff
Extracurricular activities - representing local clubs, County, Nationals etc.	
Student voice / council work that has an impact on others	
Organising charitable events	
Organising community events	Outstanding Citizen Award -Nominated by staff. Awarded by RGR Acknowledgement by senior tutor in celebration assembly and/or Nomination for Principal's award - Half termly Nominated by staff, awarded by Mr Grover and/or Acknowledgement in Student Bulletin/Park life article written by organising member of staff
Working in a food bank or Thrift event	
Involvement in local politics e.g. youth MP	
Work experience that benefits the community	

Supporting All Learners

We support all our learners to develop and display positive behaviours for learning and always encourage valued behaviours.

To help all learners we:

- Do not judge.
- Learn and appreciate children's Adverse Childhood Experiences and how they may impact children's behaviour.
- Form strong relationships with all students so that students feel valued, listened to, and appreciated.
- Nurture students' self-esteem and self-belief.
- Set suitable learning challenges for all.
- Expect class teachers to put in place reasonable adjustments to their normal classroom practice to help support students where needed.
- Will work with students to understand any barriers to their learning and develop a plan for support strategies with them that considers their needs.
- Agree appropriate, reasonable adjustments to help support learners with their behaviour.
- Will develop a set of support strategies in line with the plan – do – review cycle set out in the SEND code of Practice for students that have additional (SEND) needs.

These strategies will be communicated to parents and reviewed by the House and SEND teams to ensure that strategies are effective.

Reasonable Adjustment Cards (RAC)

Reasonable Adjustment Cards (RAC) are used where there is an identified, diagnosed need for a student **which is agreed by the academy**. They allow a student, with permission from the class teacher and accompanied by a signed handbook, to go to the toilet or to the House office.

The issue of an RAC can only be agreed through consultation between the House office and the student's parents and will be reviewed at least half-termly or sooner if the Senior Tutor/AP deem it appropriate. Improper use may result in the RAC being revoked.

RACs can be issued for:

- A diagnosed medical condition which requires immediate action when presenting itself.
- A student experiencing a time of extreme trauma which can affect mental and emotional wellbeing at short notice.
- A reasonable adjustment as identified in a student's APDR or EHCP and agreed with the SENDCo.

For clarity, the academy does **not** issue 'time out cards;' RACs are the only recognised mechanism for such adjustments.

Students with SEND

We have a graduated approach to supporting learners with Special Educational Needs or Disabilities (SEND). For more information see our SEND policy at [Policies - Meridian Trust](#). As an Academy we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Our specialist Autism Centre of Expertise (ACE) team and our SEND team work closely with all staff so that they in turn can apply the behaviour policy appropriately.

Preventative measures include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism.

Any preventative measure will consider the specific circumstances and requirements of the student concerned.

Mental Health

We understand our role in promoting positive mental health, by being a safe and affirming place for young people where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. Students that have been identified as having a Mental Health difficulty will be supported through our Special Educational Provision. Further detail can be found in the MAT SEND policy <https://www.cmatrust.co.uk/key-information/policies/>

We understand that Students who are experiencing difficult events (parental separation, divorce, loss of friendship, moving house, being taken into care, moving academy, domestic violence, bullying, injury, or natural disaster) are more likely to develop Mental Health problems. Students may be identified as being likely to have Mental health problems by teachers, parents, and carers. Within the Academy we have tools that allow us to make an assessment, for example the Strengths and Difficulties Questionnaire or THRIVE assessment, **however it is only medical professionals who can make a diagnosis.**

Referral and Communication

The Academy will always work with parents and external partners to support Students experiencing mental health difficulties. This may be anything from external referral to CAMHs, working with the Director of Children's Services or simply recommending GP consultation. For more information on Mental Health in schools see the Department for Education (DFE) guidance [Mental health and behaviour in schools](#) Revised November 2018

School of Core Achievement (SoCA) KS4



SoCA is our academy provision for students whose behaviour indicates that they are at risk of being permanently excluded after exhausting all other alternative methods of support. Students have a bespoke curriculum to ensure they have the best possible chance of achieving at least five Level 2 qualifications and in addition to this they will work towards a certification from ASDAN linked to life skills

whilst also taking part in some form of Physical Education. Students placed within SoCA will have their placement reviewed regularly to ensure it remains appropriate and continues to meet their educational, behavioural and pastoral needs. Reviews will consider progress towards identified outcomes and future destinations.

This is because we deem it to be a good alternative provision which appropriately meets their needs and enables:

- good academic attainment on par with the mainstream academy – particularly in English, maths, and science, with appropriate accreditation and qualifications.
- the specific personal, social, and academic needs of the students to be properly identified and met in order to help them to overcome any barriers to attainment.
- improved student motivation and self-confidence, attendance, and engagement with education.
- clearly defined objectives, including the next steps following a successful placement to include reintegration into further education, training, or employment.

The Bridge KS3

An internal appropriate provision for KS3 students. (Based in 311) known as the Bridge. An internal appropriate provision for KS3 students. (Based in 311) known as the Bridge.



A personalised approach to remove barriers to learning and shape positive behaviour for lifelong learning success.

Students will follow a therapeutic curriculum with specialist input from the core. Some students may initially be full-time in the bridge with the focus being a transition back to mainstream when and if appropriate.

Student referrals will come through the internal case conference with input from house, safeguarding, attendance and SEND.

Year 8 Graduation Process

To celebrate the transition from KS3 to KS4 students are monitored throughout Year 8 as part of the graduation process.

The criteria students are expected to achieve will incorporate measurements students are already familiar with, and that are key for students' success now, and in the future.

Students also fully support our expectations and are consistently demonstrating that they are ready to learn, respectful and safe.

To graduate successfully into Year 9 students must achieve these five things:

- 1. All ATL (attitude to learning) judgements in their final report are 'mostly' and/or 'always' in all lessons.**
- 2. They have more achievement/House points than poor behaviour points.**
- 3. There are no attendance concerns, and where attendance is below 95% there is valid reason which has been authorised by the Academy.**
- 4. There are no concerns regarding progress in any subject, and students demonstrate that they are working at or above an age-appropriate standard, including achieving an appropriate reading age score.**
- 5. They have a positive recommendation from their House Senior Tutor or Assistant Principal.**

Achieving these criteria will ensure the students are ready for the challenges that lie ahead of them in Year 9, when they prepare for and subsequently begin studying for their GCSE and vocational/technical courses.

Most students within the Year group will already be well on their way to achieving graduation success, so in most cases this will be a formality, but one that deserves recognition and celebration at the end of the year.

For the small minority of students who may struggle to achieve the standards we expect, there will be timely communication with parents regarding how we intend to support students to improve, should they be falling short. An Assertive Mentoring programme will be put in place, identifying targets for each student, led by either the Senior Tutor or Assistant Principal of the students House. The programme will involve:

- A daily report will be in place, completed by all teachers, linked to the agreed targets for improvement.
- Daily communication to parents will take place via the House office/team
- A fortnightly review the students' approach to learning, conduct and performance in lessons will be held. If this is successful, students will eventually come off the Assertive Mentoring programme in time to successfully graduate.

In the past we have had students who have not met our expectations in Year 8, even after being heavily supported. This has meant that they have not graduated and started September in Year 8 again for a period of time until they can demonstrate that they can meet our expectations for two consecutive weeks.

This achievement demonstrates that the student can meet our expectations and can choose the behaviour they demonstrate. Meaning we will expect this positive approach to be maintained during their GCSE and A level study programmes, without excuse.

Consequences

Chance, Choice, Consequence

When students are not Ready, Respectful or Safe, or exhibit unsocial or detrimental behaviours staff have a clear escalation pathway:

1. The first time they challenge a student due to poor behaviour the student is given a chance (verbal warning not recorded on BROMCOM).
2. The second time is a choice to meet the expectation (recorded on BROMCOM).
3. The third time is a Consequence (recorded on BROMCOM with a professional, non-judgmental, GDPR compliant, accurate description of behaviour in the comments box).

Non-verbal communication can be used, and staff may escalate straight to a choice or consequence when appropriate. A consequence recorded on BROMCOM will mean a student is set a Payback.

Removal from lessons

When a student's behaviour is such that learning cannot continue and to maintain the safety of all students or to restore stability following an unreasonably level of disruption staff may ask for a removal through the on-call system. On-call staff will work with teachers to either address the behaviour at the classroom to allow learning to continue in the classroom or remove a disruptive student to their House office with the work that they are to complete to enable education to be continued in a managed environment. House teams will monitor the removal rate of students and use that data to support with necessary interventions as appropriate, however the consequence for a removal from lesson is payback. A removal is for the remainder of the lesson and under normal circumstances students should go to their next lesson. The consequence for removal from two lessons over the course of the academy day will result in a student being placed in IS.

Payback

A payback (more commonly known as a detention) is a commonly used consequence, often used as a deterrent to future misbehaviour. It is typically a short period where the student is required to remain under supervision of academy staff when their peers have been allowed to go home, or during lunch or break where appropriate.

What the law allows:

- *Teachers have authority to issue Paybacks (detention) to students, including same-day detentions.*
- *A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible consequence.*
- *Parental consent is not required for detentions.*

As per the following guidance which can be found at: [Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-behaviour-policy)

'The academy does not have to give notice to parents for after-school detention so long as the student can get home safely after. They should consider individual circumstances.'

We facilitate reflection by students on the behaviour that led to a consequence or removal from the classroom and what they can do to improve and avoid such behaviour in the future. Paybacks start at 14:45 and finish at 15:30, they are completed in silence. All students will leave via Reception upon completion of the Payback.

Students will copy the Code of Conduct or specific reflective passages related to the behaviour demonstrated resulting in the payback.

If a student fails to meet the expectations set out in our behaviour policy and the member of staff feels it appropriate to set a Payback, the following should happen:

- The student is told that a Payback will be/has been set and the reason for it.
- The member of staff will log the Payback on our BROMCOM system
- At the earliest point possible the member of staff setting the Payback should make a phone call to parents and add confirmation of this call to parents.
- Where the member of staff is unavailable, then an appropriate, alternative staff member will be asked to make the call to notify parents. This should be an exception, rather than the norm.

Each Payback set should include a phone call to the parents/carers of the student receiving the payback and a brief comment made on the student's file to record the facts of the incident. **A phone call to parents is preferable but not a necessity, or a prerequisite to setting a payback.**

Students will complete the full period of time for the Payback and in the interests of immediacy, must be completed on the day they are scheduled. Sports fixtures, Revision sessions or other Session 6 activities are not an appropriate reason for non-attendance. Where a student is required in revision and enhancement (R&E) sessions on the day of a scheduled payback they complete their payback immediately after the R&E session.

Paybacks set for being late to Tutor time/lessons or for chewing gum on the Academy site, do not require a restorative conversation with a member of staff. The member of staff will log it. A phone call to parents or carers may be required if the behaviour becomes a continuous issue and is not resolved by the student.

Failure to complete a payback will result in an Internal Suspension for one day being set.

Being given two paybacks in a day will result in 1 day in IS and accumulation of 5 paybacks will result in 1 day in IS.

The member of staff setting the Payback will complete a restorative conversation with the student either at the time of the payback being set, if appropriate, or by visiting the student during the time at which they are completing the Payback. These conversations are not recorded in writing for future reference.

If a member of staff is not available to do the restorative conversation due to a clash with their planned after school commitments, they will arrange an alternative time to complete it or ask an appropriate colleague to complete it on their behalf. This should be the exception, rather than the rule.

Restorative Conversations

The purpose of the restorative conversation is for students to see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus with the following suggested questions being asked.

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

Community Payback:

There may be times when an educational consequence can be closely related to the detrimental or unsocial behaviour that was demonstrated. Where appropriate the academy can direct students to take part in a suitable and safe activity during their payback which gives back to the academy community and helps to correct the results of their actions. E.g.: Picking litter with the site manager if they have vandalised property or caused damage via dropping chewing gum on the floor.

Internal Suspension (IS) Expectations and Consequences

Internal Suspension is a removal from the learning community to space where students are expected to continue to learn with necessary resources and support from a member of staff. Internal Suspension is an internal behavioural consequence and does not constitute a suspension or exclusion under the Education Act.

If a student has been issued with an, IS they will:

- Arrive at reception at 08:45 unless instructed differently by their House office.
- Remain until 16:00.
- Be supervised for the day by a member of staff within the Internal Suspension room.
- Be expected to work in silence, completing all work set by their teachers.
- Order break and lunch food through staff in Internal Suspension.

A student will be deemed successful in Internal Suspension if they:

- Complete all work to an acceptable standard as judged by the member of staff in IS and their Senior Tutor or Assistant Principal
- Have worked hard on the work set.

A student will be deemed unsuccessful in Internal Suspension if they:

- Are not **Ready, Respectful, and Safe**.

- **Disrupt the learning environment**, for example by making noises, engaging in unnecessary verbal communication with others, or refusing to follow reasonable staff instructions.
- **Do not complete work** to an acceptable standard, as judged by the supervising member of staff and their Senior Tutor or Assistant Principal.
- **Leave the room without permission** or refuse to enter the IS room when directed.
- **Damage property**, including graffiti on booths, furniture, or themselves.
- Are found with a **mobile phone or other prohibited item** during IS.

Consequences of IS Failure

- Failure to complete or comply with the expectations of Internal Suspension will result in the student being suspended. Following their return, they will repeat the Internal Suspension period. Additional support and reintegration arrangements may be agreed where appropriate.

Internal Suspension 2 days/+ (IS)

If Internal suspension is issued for 2 days or more a re-admittance meeting will be organised with the student, their parent/carer and either a Senior Tutor or Assistant Principal at the earliest opportunity.

All Students returning to lessons from a suspension (internal or external) will be placed on achievement report with supportive strategies, that include targets and appropriate personalised rewards identified. Repeated suspensions mean that a student is moving beyond the expectations of our community and appropriate provision may need to be sought to avoid becoming at risk of permanent exclusion

Suspension (External)

Suspension is used to provide a clear signal of what is unacceptable behaviour as part of the academy's behaviour policy and to show students that their current behaviour is putting them at risk of permanent exclusion. A student may be suspended for one or more fixed periods (up to a maximum of 45 academy days in a single academic year). The decision to suspend a student is taken by the Principal following a serious offence or persistent disruptive behaviour.

A Suspension means that a student is legally removed from the academy for a fixed period. Work will be provided, and students are expected to bring it to the return to academy meeting. Students must remain at home or in the direct care of a parent/carer during the academy day and must not be seen out in a public place. The Academy will maintain appropriate daily contact with parents/carers during a suspension. Where appropriate, welfare checks and communication regarding education provision and reintegration arrangements will take place.

A student suspended externally will be re-admitted back into the academy and complete their reintegration plan as agreed at time of suspension. This could include a period in **Internal Suspension** to ensure the student is ready to enter mainstream lessons and not disrupt the learning of others. This will be discussed at the readmission meeting.

A re-admittance back to lessons meeting will be organised with the student, their parent/carer and either a Senior Tutor or Assistant Principal. All Students returning from a suspension will be placed on achievement report with supportive strategies identified.

Repeated suspensions mean that a student is moving beyond the expectations of our community and appropriate provision (alternative provision) may need to be sought. We will consult with the local authority's inclusion team when a student has several suspensions so that we can access other suitable methods of support for each child on an individual basis.

Study Focus

When a range of strategies have been used with no effect, a student may be placed into IS for an extended period of time, usually between one and two weeks. It is expected that during this time the student will work towards being able to follow the school rules and expected standards of behaviour consistently, by following simple instructions in the IS room and producing work of the required standard. The student will be supplied with work set by their class teachers that is in line with their peers. The house team will work with the student and other agencies where necessary to address the issues that lead to the study focus.

Managed moves and offsite direction

A **managed move** is used at the Principal's discretion to initiate a process which leads to the transfer of a student to another mainstream school permanently. This is an inclusion strategy designed to keep the student in mainstream education, albeit at another school for the remainder of their school career and is therefore in the best interests of the student by attempting to avoid a permanent exclusion. Managed moves are voluntary and will only take place where they are considered to be in the student's best interests. Managed moves require the agreement of the parent/carers, the academy and the admission authority of the receiving school. Managed moves are part of a planned intervention and are not used as a disciplinary sanction.

Off-site direction is a temporary placement at another educational setting intended to improve behaviour and support successful reintegration into mainstream education. Each placement will have clearly defined objectives, review arrangements and a reintegration plan. Parents will be informed in writing, and review meetings will take place in accordance with current DfE guidance. The duration of the placement will depend upon the needs of the individual student and progress made towards agreed objectives.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the Academy. A decision to exclude a student permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the Academy's behaviour policy; and
- Where allowing the student to remain in academy would seriously harm the education or welfare of the student or others in the academy.

It is highly likely that the Principal will permanently exclude any student who does the following:

- Is in possession of an offensive weapon on the academy site or whilst in academy uniform.
- Is in possession of or under the influence of drugs, alcohol and banned substances whilst on the academy site or in academy uniform.

- Physically assaults a member of staff.
- Seriously assaults a student (E.g. physical/sexual etc)
- Is proven to be stalking or harassing a member of staff.

Our permanent exclusion procedures are as follows and are co-ordinated by the Principal and Vice Principal responsible for Behaviour, Expectations and Standards.

- Parents are phoned, or met with where practically possible, and informed of the decision.
- Information provided to Local Authority Student Referral Unit Headteacher to enable early intervention with family.
- Letter home within 24 hours giving parents the opportunity to discuss.
- Permanent Exclusion Report compiled with copies given to parents/carers, Chair of Disciplinary Hearing Committee, Local Authority (to support potential re-provision of education) and Academy Council representatives.
- Permanent exclusion review meeting held within the statutory timescales required by current Department for Education guidance, with notification to Chair of Disciplinary Hearing Committee, Local Authority and Governor representatives, student, parents (and parent representative if requested), and relevant Academy staff.
- Academy Council make decision to uphold or reinstate the permanent exclusion.
Parents provided with the statutory timescale and information relating to Independent Review Panels in accordance with current DfE guidance.

The Hearing outcome and any appeal outcome must be copied to the Chair of Academy council, the parents, and the Local Authority.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.'

All academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom/academy site.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children.

The Principal and authorised academy staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Staff will act in line with the Meridian Trust policies on physical restraint and the use of reasonable force and staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Where reasonable force is used, staff will follow the Trust Restrictive Intervention procedures. Significant incidents involving the use of force will be recorded and reported to parents as soon as practicable in accordance with Department for Education guidance. Staff will always seek to use preventative and de-escalation strategies before considering restrictive intervention where it is safe and appropriate to do so.

Malicious allegations against staff

Where a student makes an accusation against a member of staff the academy will follow the procedure as outlined in **Appendix B: Managing an Allegation or Concern about an Adult working with Children, in the Meridian Trust Safeguarding and Child Protection Policy 2023**. If after investigation accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to apply a consequence in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the members of staff(s) affected and appropriate interventions will also be sought for the student in liaison with parents and any appropriate student support agencies.

Behaviour outside of academy premises:

(P25-26 [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/854212/behaviour-in-schools-guidance.pdf) February 2024)

Nene Park Academy legally has the power to put consequences in place for misbehaviour outside of the academy premises to such an extent as is reasonable.

In response to non-criminal poor behaviour and bullying which occurs off the academy premises, or online, and which is witnessed by a staff member or reported to the school, the academy can choose to place appropriate consequences on the students who have behaved poorly. This may also be done, where appropriate, in collaboration with the local authority/public transport companies to promote good behaviour on school/public transport.

Student conduct outside the academy premises, including online conduct, that the academy may choose to issue a consequence for include misbehaviour:

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

N.B The decision to issue a consequence to a student will be lawful if it is made on the academy premises or elsewhere at a time when the student is under the control or charge of a member of staff of the academy.

Making the decision about an appropriate consequence for detrimental behaviour:

When establishing the facts in relation to an incident of poor behaviour, before deciding on a consequence, the academy and member of staff responsible, will apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Un-social Behaviour

At our academy, we expect all students to be **ready to learn**. **Unsocial behaviour** is defined as low-level, quiet non-compliance that does not directly disrupt the learning of others. An example might include a student not following a member of staff's instruction, such as **not starting work when asked, refusing to open their book, or declining to read when directed**.

Staff should view unsocial behaviour as a possible communication of unmet needs or negative feelings. The appropriate response is to differentiate, adjust, or provide support in order to help the student re-engage.

All staff are responsible for addressing unsocial behaviour. It should not normally require the involvement of senior leaders, unless it becomes persistent or escalates into **behaviour**, which is disruptive and detrimental to others' learning or wellbeing.

Responses to unsocial behaviour are outlined below. By using consistent scripted language, positive phrasing, and limited choices, staff can reduce escalation, remove the power of the behaviour, and encourage a change in conduct.

The academy defines unsocial behaviour as:

- Choosing not to seek or engage in social interaction, without causing harm to self or others.
- Withdrawing from sociable behaviour in the company of others, without detriment to self or others.
- Choosing not to follow instructions from staff, where this does not cause harm or disruption to self or others.

Below is a non-exhaustive list of Un-social behaviours and how we would like staff to respond

Behaviour	Adult Response	Record on Bromcom as
Passive/non-engagement in learning	Encourage engagement, create chances for contribution to the lesson. Challenge lack of work, focus, participation Not completing any work leads to a chance, choice and consequence logged on BROMCOM, with the work given to the student to complete at the restorative conversation	Un-social behaviour

Not completing work	Encourage engagement, create chances for contribution to the lesson. Challenge lack of work, focus, participation Not completing any work leads to a chance, choice and consequence logged on BROMCOM, with the work given to the student to complete at the restorative conversation Contact home, as necessary.	Un-social behaviour
Refusing to take part in group work	Give the student a chance to participate properly, consider grouping arrangements so their opinion is given, refusing to work leads to a chance, choice and consequence logged on BROMCOM	Un-social behaviour
Lack of effort (Passive)	Challenge lack of work and effort. Remind Students of the importance of learning, and that they can do it. Seek support from tutor or house team if necessary. Record on BROMCOM as a Choice and escalate to Payback if poor effort continues	Un-social behaviour
Doodling / on hand or book	Ask them to go and wash it off then re-focus back onto the work Record on BROMCOM as a Consequence	Un-social behaviour
Selective mutism (no SEN issue)	Use positive phrasing to encourage participation. Provide alternative methods of communication if appropriate. Follow up later	Un-social behaviour
Dropping litter	Ask them to immediately pick it up and if we see litter that is left then we pick it up to show a good example.	Un-social behaviour

Graffiti on books	Staff log consequence on BROMCOM, this will be communicated home. Parent contacted to replace/cover the book All work that is affected is redone by set deadline	Un-social behaviour
Refusing to work with others	If a student refuses to work with others, it will always be investigated and appropriate action taken. It's expected that the student or parent/carer have let us know if there are issues that mean they cannot work with others in the classroom. The house team will let the appropriate staff know and will work with students to repair relationships or find other appropriate solutions.	Un-social behaviour

Inconvenient Behaviour

Inconvenient behaviour refers to conduct that falls outside of the academy's stated expectations but does not cause harm to learning, wellbeing, or safety. Examples include wearing incorrect uniform, or lateness. While not detrimental in itself, inconvenient behaviour disrupts the consistency and high standards expected across the school community.

Such behaviours will be addressed promptly to ensure students understand and meet expectations.

Escalation: If **inconvenient behaviours** become frequent or persistent, and begin to affect learning or wellbeing, they may be treated as *Difficult Detrimental Behaviour*.

Behaviour	Adult Response	Record on Bromcom as
Incorrect or no equipment (complete set of academy equipment in a named pencil case. Standard equipment of 2 x pens, pencil, sharpener, ruler and rubber, scientific calculator, protractor, pair of compasses,	Tutor: log choice on BROMCOM (Activity: Incorrect or no equipment). Issue temporary equipment Teacher: log choice on BROMCOM (Activity: Incorrect or no equipment) Give student equipment if available	Incorrect uniform or lack of equipment
Not wearing correct uniform (trainers on, jewellery, hoodies etc)	Should have been picked up at tutor time. Lesson/Corridor/Playground: Check for uniform slip. If they do not have a uniform slip send them to house office who will follow usual procedures (students will be provided with clean uniform/spare shoes etc or parents will be requested to bring it in) Log on BROMCOM under Uniform. If repeated behaviour, then a consequence will be recorded and Payback set	Incorrect uniform or lack of equipment
Not wearing lanyard on the academy site as required by Sixth Form agreement.	Student will be set a payback (logged on BROMCOM) with the exception of the Football scholarship students who will be out of kit and unable to attend football training or games (during the academy day) for 5 days as previously agreed with the POSH coaching team.	Inconvenient Behaviour

Using a mobile Phone (Yr 7-11) Wearing earbuds / headphones	To maintain a calm, safe and focused learning environment, students are not permitted to use, access or have visible mobile phones during the school day (8:35am–2:45pm). Mobile phones must be switched off and kept out of sight at all times unless a member of staff has given specific permission. If a mobile phone is seen, heard or used: During lessons The member of staff will confiscate the phone immediately. The phone will be taken to the relevant House Office and stored securely. The teacher will record the incident as a <i>Choice</i> on BROMCOM. During break or lunchtime The member of staff on duty will confiscate the phone immediately. The phone will be taken to the relevant House Office and stored securely. The House Team will record the incident as a <i>Choice</i> on BROMCOM. Collection of the phone Confiscated phones will remain securely stored in the House Office and must be collected by a parent or carer at the end of the school day. Phones will not be returned directly to students. Repeated breaches of the mobile phone policy will result in escalating consequences in accordance with the school's Behaviour Policy. This approach is consistent with the Department for Education's statutory guidance on mobile phones in schools. Linked to DfE statutory guidance Mobile phones in schools - GOV.UK	Inconvenient Behaviour
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Poor punctuality to lesson / late	Less than 5 mins late. Student should apologise as they enter the room. Staff mark as late on register and enter mins late. Direct student to the task, address the lateness at a convenient time in the lesson. If more than 5 minutes late this is classed as truancy and a payback will be issued	Lateness (5+)
Lateness to academy	Gates are closed at 8:30am so students should arrive before that time. Students are recorded as late if they enter the late gate after 8:35am or arrive at their tutor base after 8:35am. The amount of time late in the morning is repaid at break and lunch in House base Over 20 mins late to academy is a payback Late after the register has closed is a U code: Hours late will be proportional to time spent in payback	Lateness (20+)
5 lates in a week to academy or lesson	Tracked by House office using BROMCOM House will record the payback as a consequence on BROMCOM	5 Lates
Hoodies (incorrect uniform)	Politely ask them to remove the hoody and confiscate it. Explain that it is not academy uniform and thank them for removing it (this includes 6th Form). Hoodie is to be collected by parents/carers at the end of the day.	Inconvenient Behaviour

Not doing homework	Homework is an integral part of learning and all students are expected to complete it to the best of their ability and within set deadlines. Where homework is not completed, staff will respond in line with the academy's expectations: Homework not completed (Consequence –5): –5 point consequence will be issued by the class teacher. Repeated non-completion: Where a pattern of missed homework emerges, this will be escalated to the Curriculum Area Leader (CAL) and House Team. Parents/carers will be contacted and appropriate support or intervention will be implemented. Further detail can be found in the NPA Homework Expectations and Escalation Process document.	Homework consequence (-5)
Failure to follow examination and assessment regulations Malpractice, including plagiarism (e.g. copying work, submitting work that is not their own, using unauthorised materials or assistance)	All examinations and assessments are conducted in line with Joint Council for Qualifications (JCQ) regulations Malpractice – Joint Council for Qualifications Investigation in line with JCQ guidance Reported to the relevant awarding body where required Parents/carers informed Consequences applied in line with awarding body regulations. This may include loss of marks, disqualification from a unit or qualification, and further internal consequences. Staff log incident on Bromcom and record outcome clearly	Malpractice - Exams, CA & Academic Integrity

Being with someone while they vape	House team to log on BROMCOM. Contact home 1 day in IS. Explain danger of secondary smoking.	Vaping / Smoking - Drug related activity
Chewing gum	Ask them to put it into the dustbin, re-iterate that gum is not to be brought into the academy (littering, cleaning it up is a hazard and causes unnecessary workload and expense) Consequence is a payback, logged on BROMCOM	Inconvenient Behaviour

Confiscation:

Academy staff can confiscate any item, however found, which they consider to be harmful or detrimental to academy discipline and safety.

Mobile technologies such as phones, are not permitted to be seen or heard in the academy between 8.35am and 2.45pm, unless:

- The students are in the Sixth Form and then they can use them in the Sixth Form Centre only.
- A staff member directs a student to use their mobile phone, but the screen must always be visible to the teacher.

Staff can also direct students to put them away during after-school lessons.

Hoodies, baseball caps, and hooped jewellery are examples of things not permitted to be worn by the students around the academy site.

Students who get caught using or wearing such items may have the item confiscated following the guidelines below:

- Confiscated items will be stored in the relevant House Office, Sixth Form Office or Principal's office and they will be returned only when a parent collects them.
- If they are not collected by the end of the current half term, they will either be disposed of or given to charity, where appropriate.

Detrimental Behaviour

At our academy, we expect students to be **Ready, Respectful, and Safe** at all times. **Detrimental behaviours** are those in which students fail to exercise self-regulation and do not consider the impact of their actions on others. These behaviours may cause harm, distress, or disruption and can sometimes be difficult or dangerous to manage.

Examples of detrimental behaviour may include:

- Physical assaults on members of the academy community
- Verbal assaults on members of the academy community
- Dangerous or threatening behaviour (e.g., throwing objects, climbing over barriers, intimidating others)
- Running away from class or the academy
- Any actions that contravene safeguarding expectations (including sexualised behaviour)
- Refusal or ignoring instructions
- Bullying, including racist, homophobic, transphobic, or sexist behaviour

The academy defines detrimental behaviour as:

- Behaviour that hurts or hinders an individual, the community, or the environment
- Behaviour that creates unhelpful or negative feelings in self or others
- Behaviour that is likely to cause injury, harassment, alarm, or distress
- Behaviour that violates the rights of others

Differentiating between types of detrimental behaviour:

- **Difficult detrimental behaviour:** Behaviour that is harmful or disruptive but **not immediately dangerous**.
- **Dangerous detrimental behaviour:** Behaviour that is likely to **cause imminent injury** to self or others, damage property, or would be considered a criminal offence if the student were of criminal responsibility age (e.g., racist abuse).

It is important for staff to distinguish between behaviour that is **difficult or inconvenient** and behaviour that is genuinely **dangerous or harmful**, to ensure an appropriate response

Below is a non-exhaustive list of Detrimental behaviours and how staff should respond.

Behaviour	Adult Response	Recorded as on Bromcom
Interrupting, disrupting a teacher's delivery, calling out, making silly noises Out of seat in lesson without permission Rude and argumentative behaviour Throwing items (e.g. paper or other low-risk objects)	Clear instruction, using language related to chance, choice, consequence, give take up time If a consequence is given staff must request "On Call" for support and/or removal Staff log choice or consequence on BROMCOM, this will be communicated home, indicate clearly that the student was removed from the lesson	Difficult Detrimental Behaviour
Watching detrimental behaviour	Explain that watching it is encouraging it - you are accepting and therefore condoning. House team may contact parents/carers to alert them. Consequence issued possible depending on the level of involvement and or coercion.	Difficult Detrimental behaviour
Direct refusal to carry out instructions in lesson/Defiance to a member of staff	Clear instruction, using language related to chance, choice, consequence, give take up time If a consequence is given staff must request "On Call" for support and/or removal Staff log choice or consequence on BROMCOM, this will be communicated home, indicate clearly that the student was removed from the lesson	Defiant Behaviour

Spitting at a member of the academy community	Minimum of 2 days in IS. Escalate to external suspension upon discussion with Principal, based on investigation.	Dangerous Detrimental Behaviour
Spitting on the academy site, including facilities, grounds, and buildings	Minimum of 1 day IS Can escalate further based upon severity, situation, and repetition	Difficult Detrimental Behaviour
Truancy	Over 5 mins late: consequence logged=payback If truancy has led to the student not being ready to return to lessons they will be placed in IS or suspended Work missed in lesson to be completed in own time Repeated truancy will result in escalated consequences and may result in a period of time in Study Focus	Difficult Detrimental Behaviour
Running inside	All staff should be in the corridor at change over and on duty points at correct times Challenge unsafe behaviour. Repeated behaviour to be logged as choice on BROMCOM and escalate as appropriate.	Difficult Detrimental Behaviour

Inappropriate use toilet cubicles	The use of toilet cubicles is strictly limited to one student at a time. More than one student in a cubicle at any time will result in a minimum consequence of a Payback (PB). All incidents must be recorded by staff on MyConcern and Bromcom. Where appropriate, further investigation may take place, which could lead to escalated sanctions and/or additional interventions. The Academy reserves the right to conduct bag searches where there is reasonable suspicion of inappropriate or prohibited items. These searches are authorised by the Principal and will be carried out in line with the Search and Confiscation Policy. Mobile phones may be confiscated in accordance with the school policy.	Difficult Detrimental Behaviour
Swearing (in general) in lesson	Removal from lesson, staff request "On Call" for removal Staff log consequence on BROMCOM, this will be communicated home, indicate clearly that the student was removed from the lesson and Payback set	Difficult Detrimental Behaviour
Shouting/swearing in playground	Ask to speak to student away from friendship group. Explain what they have done wrong and remind them how to behave in social time. Staff log consequence on BROMCOM, payback will be set, and this will be communicated home.	Difficult Detrimental Behaviour
5 choices in a week	Tracked by House office using BROMCOM House will record the payback as a consequence on BROMCOM	Choices 5

Inappropriate or Unsafe Use of Bikes on Academy Grounds	Any behaviour involving a bike that does not follow academy rules, including riding a bike on academy grounds, failing to store a bike in the designated racks, tampering with or interfering with another student's bike. Communication with parents, house team to set consequence as payback repeated behaviour will result in escalated consequences as well as a ban on bringing a bike onsite for an appropriate period of time.	Difficult Detrimental Behaviour
Defiance to a member of staff	Is the behaviour dangerous? If not, repeat request/expectation Use positive phrasing. Follow choice, choice consequence.	Defiant Behaviour
Failure to attend/complete payback	S. Roddis communicates with House team. House team log on BROMCOM, set 1 day IS and call home	Failure to attend/complete payback
Failure to complete IS	Student is suspended (external) On return move to IS for 2 days. This is at the discretion of the VP depending on any appropriate reasonable adjustment required. Refer to pg 21. Organise re-integration for after IS completed	Failure to complete IS
Complete refusal to comply with reasonable requests that includes running around the building, banging on doors, interrupting the learning of others	Student to be placed in IS whilst investigation happens This could lead to additional days in IS or external suspension Phone call home from House Team	Defiant Behaviour
Deliberately throwing any item at another member of the academy community (e.g. objects, food or liquid)	House team investigate. House team make phone call home. Minimum of 1-day Internal Suspension (IS)	

	Depending on the outcome of the investigation, if the action is deemed dangerous, a minimum of 2 days IS Further consequences could include suspension or, in rare cases, permanent exclusion	Dangerous Detrimental Behaviour
Careless or thoughtless behaviour resulting in the unintentional injury of another person	Statements taken from all witnesses Consequence should be a minimum of 1 day IS dependent on circumstances surrounding the incident	Dangerous Detrimental Behaviour
Using homophobic language towards another Student	If in lesson removal through on call. Staff log consequence on BROMCOM, this will be communicated home for name calling (with the anti-bullying policy referred to where necessary or where behaviour is repeated). Staff log on MyConcern for sexual harassment, racism, homophobic language House team will investigate and consequence further as necessary for sexual harassment, racism, homophobic language, this could be IS, suspension or Permanent Exclusion. It could also be and escalation following the anti-bullying policy. Restorative conversation involving education as to why the behaviour was homophobic, racist etc and why that causes harm to others.	Protected Characteristic
Name Calling (unkindness) & Prejudiced Language (Prejudiced language is any verbal or written comment that shows bias, discrimination, or hostility towards a person or group based on a protected characteristic or personal attribute)	If it happens in a lesson → removal through On Call. Staff log the consequence on BROMCOM. Communication home will follow, with the Anti-Bullying Policy referred to where necessary (e.g. if behaviour is repeated).	Difficult Detrimental Behaviour

	Staff log incident on MyConcern. The House Team will investigate and set further consequences as appropriate (e.g. Internal Suspension, Suspension, Permanent Exclusion, or escalation through the Anti-Bullying Policy). A restorative conversation must take place, including education on why the behaviour was unacceptable and the harm it causes to others.	
Sexual harassment e.g. making remarks about sexual intent, inappropriate touching (child on child abuse) Sexually harmful behaviours (as defined in the Peterborough Safeguarding Board's Child Sexual behaviour assessment tool) towards another student or adult.	If incident happens in a lesson: Remove student via On Call, Staff log consequence on BROMCOM. Staff log incident on MyConcern if it involves sexual harassment, racism, or homophobic language. CAL/AP responsibility: Lead on investigation, Communicate with House team and home. If incident happens outside a lesson: Report directly to the House Team, Staff log consequence on BROMCOM. Staff log incident on MyConcern if it involves sexual behaviour, racism, or homophobic language. House Team responsibility: Lead on investigation, communicate with home.	Sexual Misconduct
Racism		Protected Characteristic
Intimidation of another student/ Threatening to fight another student		Dangerous Detrimental Behaviour

Verbal abuse or threatening behaviour towards a member of staff e.g. "you're dumb" "you idiot". "F--k off!"	Apply consequence: Minimum 2-day Internal Suspension (IS) depending on severity. May result in Suspension or Permanent Exclusion. Escalate via Anti-Bullying Policy where relevant. Ensure a restorative conversation takes place, including education on why the behaviour was unacceptable and the harm caused.	Verbal Abuse
Sexual graffiti e.g. drew a penis on the board or a book	Removal through on call Staff log consequence on BROMCOM, this will be communicated home Staff log on MyConcern Parent contacted to replace/cover the book All work that is affected is redone by set deadline	Sexual Misconduct
Inappropriate use of ICT e.g. online search	If in lesson removal through on call Payback set as a minimum and close monitoring of future use House team escalates and logs for: repeated behaviour or extreme violation of IT user agreement - Staff log on MyConcern	Inappropriate use of ICT/Device
Vandalism that causes damage that must be repaired or replaced (e.g. graffiti on walls, desks, breaking academy, or personal property, setting off fire extinguishers)	If in a lesson consequence logged on BROMCOM and removal through on call Staff to notify House office. House set IS 1 day as a minimum, make phone call home.	Defiant Behaviour

Attempting to or deliberately setting off the Fire Alarm	Houses investigate and determine role of all involved. Consequence could be a suspension, internal suspension minimum of 2 days (or in rare cases Permanent exclusion) depending on involvement and action of each student involved. House team make phone call home and log on BROMCOM.	Actions which endanger members of the Academy
Attempting to steal and theft (from the academy or local shops)	House team investigate Staff log on My concern Log IS minimum 2 days, make phone call home Repeated behaviour will be result in consequences escalated	Dangerous Detrimental behaviour
Pushing and shoving in the corridor	All staff should be in the corridor at change over and on duty points at correct times Challenge unsafe behaviour. Staff log consequence on BROMCOM, this will be communicated home Could lead to escalation to IS etc	Dangerous Detrimental behaviour
Mob behaviour (chanting, singing, loud intimidating)	If the behaviour intimidates, threatens, or targets individuals, or could escalate to physical aggression, e.g., blocking movement, aggressive shouting, coordinated harassment, or inciting violence. If it risks harm to self or others or could lead to property damage. House office investigates, statements taken, House set IS 2 days, make phone call home	Dangerous Detrimental behaviour

	If the behaviour is disruptive or intimidating but does not pose an immediate risk of harm, e.g., loud chanting in a corridor, singing loudly, or group behaviour that disrupts lessons House office investigates, statements taken, House set PB minimum depending on outcome of investigation, make phone call home	Difficult Detrimental behaviour
Actions which endanger members of the Academy	House office investigates, Statements collected House set IS 2 days, make phone call home.	Actions which endanger members of the Academy
Play fighting	House investigation if required Set minimum of a payback and consequence escalated as appropriate based on investigation outcome Carry out RJ.	Difficult Detrimental behaviour
Violent behaviour – pushing, slapping, hitting, pulling hair	If in lesson removal through on call Staff log consequence on BROMCOM, this will be communicated home Separate students and send to respective house offices Statements taken and where necessary CCTV can be used If there is a high level of risk (high probability of significant harm) restrictive physical intervention would be justified. House investigate, suspension minimum or in some cases Permanent exclusion, house team make phone call home. Carry out RJ.	Fighting / Physical Assault

Physical assault of a student	Statements taken and where necessary CCTV can be used If there is a high level of risk (high probability of significant harm) restrictive physical intervention would be justified. House investigate, suspension minimum or in some cases Permanent exclusion, house team make phone call home. Carry out RJ.	Fighting / Physical Assault
Fighting: In academy uniform, may have caused actual harm, may be pre-arranged	House investigate, consequence could be a suspension, internal suspension minimum of 2 days (or in rare cases Permanent exclusion), house team make phone call home. Carry out RJ.	Fighting / Physical Assault.
Encouraging and/or assisting in a fight/physical assault of a student either verbally or physically.		Dangerous Detrimental behaviour
Deliberate pre-meditated attack on a student with intent to cause harm, may or may not involve a weapon	As above. Possible suspension 3 - 5 days Potential Permanent Exclusion	Actions which endanger members of the Academy

Carrying a weapon	Ask for support, then isolate/ remove from general academy population. Immediate search and confiscate. If there are a high level of risk (high probability of significant harm) restrictive physical intervention would be justified	Actions which endanger members of the Academy
Physical assault of an adult staff member	Use on call system or send student to House Office House team investigate, and log IS up to 5 days, House team to make phone call home Suspension and likely Permanent Exclusion depending on outcome of investigation.	Fighting / Physical Assault
Bringing cigarettes/a vape into academy (Smoking / vaping on site)	House team investigate Items confiscated Log IS minimum 2 days, make phone call home If in the building, then 3-day suspension as a minimum	Vaping / Smoking - Drug related activity
Being with someone while they smoked/vaped	House team investigate and log IS 1 day, make phone call home	Vaping / Smoking - Drug related activity
Smoking / vaping off site but in academy uniform (bringing the Academy into disrepute)	House team investigate and log IS 1 day, make phone call home (repeated behaviour would result in additional days in IS)	Vaping / Smoking - Drug related activity

Providing others with drug related substances/ bringing drugs into academy	Isolate Students involved Confiscate banned items House team investigate and log on MyConcern Safeguarding to inform the police. Possible suspension 3 - 5 days Potential Permanent Exclusion	Vaping / Smoking - Drug related activity
Threatening behaviour online	House team investigate, advice given to parents Follow anti-bullying policy Where appropriate seek support from 'safer schools police officer'	Inappropriate use of ICT/Device
Uploading inappropriate images to teams Uploading to other platforms without permission of the subject.	House team investigate, log on BROMCOM and MyConcern. Advice given to parents Minimum 2 day IS Appropriate education whilst in IS	Inappropriate use of ICT/Device
Filming or recording in the academy without permission from staff (photos, videos, audio)	House team investigate, advice given to parents Minimum 2 day IS Appropriate education whilst in IS Phone is confiscated for parent to collect as appropriate.	Inappropriate use of ICT/Device
Recording a fight on mobile device	Isolate students involved Confiscate phones for collection by parent/carer or police as appropriate. House team investigate, and log IS 2 day, make phone call home. Phone is then left at home or handed in to house team at the start of the day until finish for an appropriate period of time.	Inappropriate use of ICT/Device

Bullying: We define bullying as persistent or repeated, deliberate attempt to hurt or humiliate someone. STOP - Several, Times, On, Purpose	Bullying is reported by a member of staff or student to the House office House takes statements from all involved (follow training given) House confirms whether incident meets our definition of bullying or not and logs appropriate consequence on BROMCOM (and MyConcern for racism/homophobia) If any degree of bullying is identified an appropriate consequence (protective or educational) will be given depending on the individual situation and the Academy will endeavour to stop this behaviour from being repeated through following an approach of escalating consequences, which may include, but are not limited to: 1. Restorative conversation 2. Educational consequence undertaken in Payback 3. Internal Suspension 4. Suspension for a period of time 5. Removal from normal provision through direction to Appropriate Provision or a Managed Move 6. Permanent Exclusion if the above fails and there are no other alternatives.	Bullying - STOP
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Report Cards and Pastoral Support Plans

Electronic report cards are used to monitor student behaviour and allow mentoring and coaching to encourage and foster valued behaviour and emotional resilience. By using report cards, we hope to help students understand the behavioural expectations and provide as proactively as possible the support for students who struggle to meet those expectations. Report cards are used to help the House team determine whether it is of benefit to the student to escalate to a pastoral support plan, an appropriate provision (either internal or external), off-site direction or a managed move. The table below outlines the reports we use:

Type	Time period	Focus	Mentoring/Coaching	Parent contact	Staff
Return From Suspension or Internal Suspension	2 Weeks	Academic Achievement RRS	Daily	Phone, as necessary. Minimum each week	ST/AP
Achievement	2 weeks	Positive Recognition	Daily	Phone, as necessary. Minimum each week	Tutor/SSA/ST
Tutor	2 weeks	Academic Achievement RRS	Daily	Phone, as necessary. Minimum each week	Tutor
CAL	2 weeks	Academic Achievement RRS	Subject teacher every lesson. CAL Once a week.	Phone, as necessary. Minimum each week	CAL
ST	3 weeks	Academic Achievement RRS	Daily	Phone, as necessary. Minimum each week	ST

- A student can undertake more than one cycle of a report where necessary
- Each lesson will be commented on by the teacher
- The student will meet the relevant person named on their report as outlined in the initial meeting
- 2 consequences in a day while on report will lead to Internal Suspension.

A student on a Pastoral Support Plan (PSP) is in danger of being permanently excluded. They will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that are set and agreed in a meeting with the student and their parent/carers and any other relevant parties

- Clear targets will be set for the PSP
- PSP will be formally reviewed at 2-week intervals
- Parents/Carers and other appropriate parties will be invited to the review meetings
- Evidence for the PSP will be gathered on daily report cards recorded on BROMCOM by staff and at each review meeting
- The PSP may be suspended if targets are being met

Failure to meet the targets agreed on a PSP may result in a student being moved into appropriate provision, off-site direction placement, or a managed move for continuance of their education. If the PSP has been judged to have removed the risk of permanent exclusion or disaffection, the student is given credit for responding positively to the support offered.

Prohibited/Banned Items

Prohibited items are:

- Knives, weapons, or bladed items
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, and any smoking/drug related paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the student).

Principals and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which can be searched for. No search of any student should take place without the permission of the Principal and should be in line with Trust policy and DfE guidance.

Searching, Screening and Confiscation - Nene Park Academy will adhere to the [Meridian Search and Confiscation Policy](#)

Academy staff can search a student for any item if the student agrees.

The Principal and staff authorised by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider to be harmful or detrimental to academy discipline and safety.

Mobile technologies such as phones, iPods and MP3 players are not permitted to be seen or heard in the academy between 8.35am and 2.45pm, unless:

- The student is in the Sixth Form and then they can use them in the Sixth Form Centre only.
- A member of staff directs a student to use their mobile phone, but the screen must always remain visible to the teacher.

Hoodies, baseball caps, and hooped jewellery are examples of things not permitted to be worn by the students around the academy site. Students who get caught using or wearing such items may have the item confiscated following the guidelines below:

- Confiscated items will be stored in the relevant House Office or Principal's office and they will be returned only when a parent collects them. If they are not collected by the end of the current half term, they will either be disposed of or given to charity, where appropriate.

The academy reserves the right to amend this policy to respond rapidly and appropriately to behaviours and situations that can hinder the learning and safety of students.

Where practicable we will notify parents and students before implementing any changes and will endeavour to consult where and when possible.