



Norlington School and 6th Form



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Other Key Staff or Partners:	Pastoral Senior Leader: Renske Meiring Head of Lower School: Paul Hobbs Head of Middle School: Yusuf Hafesji Head of 6 th Form: Donna Kenyon Learning Support Unit (LSU) Manager: Justyna McDonagh	
Appendices:	A. Voices B. Home School Agreement C. Celebration Assemblies D. Celebrating success E. Appropriate Levels of Sanctions F. Role of the Form tutor G. Head of Year Role H. Recording and Monitoring Bullying and Prejudiced Behaviour I. Key Contacts to Support Students J. Student Support Framework K. Individual Support Plan L. Staff Questionnaire	
Related Legislation and Guidance:	Behaviour and Discipline in Schools: a guide for governing bodies; Use of Reasonable Force: Advice for headteachers, staff and governing bodies, 2013; Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, 2017; Sections 89, 90 & 91 of the Education and Inspections Act 2006; Equality Act 2010; Searching, Screening and Confiscation: Advice for headteachers, school staff and governing bodies, 2018; School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012	
To be Read in Conjunction with LGB Academy Policy:	Safeguarding Policy Attendance Policy Marking and Assessment Policy Uniform Policy	
Signed on behalf of Governing Body: Gwyneth Hamand	Date: July 2023	No of Pages in addition to this Cover Page without appendices:17



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1. Introduction

- 1.1 The purpose of this policy is to ensure that Norlington School and 6th Form, as an academy within the Exceptional Education MAT, has clarity on the academy's policy, procedures and responsibilities in relation to student behaviour.
- 1.2 This is an important and substantial policy which comprises the following sections
 1. Introduction
 2. Aims
 3. Responsibilities
 4. Policy Statement
 5. Attitude to Learning
 6. Key Norlington Philosophies
 7. Home School Agreement
 8. Electronic devices and phones
 9. Celebrating Success
 10. Sanctions
 11. Basic Staff Non-Negotiables to Support Learning
 12. Classroom Teacher Role
 13. The Form Tutor Role
 14. The Head of Year Role
 15. Gathering, Monitoring and Improving Student Behaviour (using SIMS)
 16. Norlington School and 6th Form's Approach to Bullying
 17. Use of Physical Restraint/Reasonable Force by Staff
 18. Supporting Students
 19. Behaviour Report System
 20. Individual Support Plan
 21. Learning Support Unit
 22. Appendices

2. Aims

- 2.1 The aim of Norlington School and 6th Form's Behaviour Policy is to ensure that students who attend the academy will understand and aspire to the academy's high expectations in relation to behaviour, learning and leadership.
- 2.2 Exceptional Education Trust Academies are inclusive communities and Norlington School and 6th Form will apply this policy fairly and consistently.
- 2.3 The aim of this Behaviour Policy is to ensure that all staff who are employed by the academy are informed on the academy's policy, procedures and responsibilities in relation to student behaviour and understand their role its implementation.
- 2.4 The aim of this policy is to ensure that the good reputation of the Exceptional Education Trust and its Academies is maintained and to limit any complaint against the Trust or the individual Academies.

3. Responsibilities

- 3.1 The Multi Academy **Trust Board of Directors** is responsible for ensuring that the Local Governing Bodies of the Academies within the MAT have a Behaviour Policy in place and that there is consistency across the MAT Academies.
- 3.2 **The Local Governing Body (LGB)** of Norlington School and 6th Form is responsible for adopting a clear Behaviour Policy; this may be delegated to a sub-committee of the full LGB and is named on the cover page for this policy if this is the case. If there is a named Local Governor who has oversight of this policy, they are named on the cover page for this policy.
- 3.3 **The Principal** is responsible for ensuring that working arrangements allows for the full implementation of the Behaviour Policy, that all employees are aware of the policy and related

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procedures and comply with legal requirements. The Principal also has a responsibility to publicise the School Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

- 3.4 **The Pastoral Senior Leader** with oversight of this policy is named on the cover sheet of this document, will oversee the work of the Heads of School and is responsible for making staff and students aware of the school behaviour policy. The Pastoral Senior Leader is accountable to the Principal for such issues as attendance/punctuality for the whole school, behaviour and engagement with parents. Detail on all the pastoral roles are given in the Appendices attached to this document.
- 3.5 All the **Heads of School** have responsibility for the implementation of this policy within their phase and are accountable to the Pastoral Senior Leader or the Principal for such issues as attendance/punctuality, the academic progress, wellbeing, behaviour and attendance/punctuality of the students in his or her year group. In particular the Heads of School have responsibility for:
- the pastoral concerns of all the students in their Key Stage/School so that students attend school punctually, have positive attitudes to learning and achieve highly.
 - ensuring that the behaviour policy is consistently applied by all and that it is effective in achieving high standards of behaviour.
 - leading a team of Heads of Year, provide support and guidance for the Heads of Year and monitor outcomes.
- 3.6 **Heads of Year (HoY)** have responsibility for implementing the policy on a day-to-day basis in relation to their year group. Heads of Year are accountable to the Heads of School for the academic progress, wellbeing, behaviour and attendance/punctuality of the students in his or her year group. See Section 13 for detail on the Head of Year role. They have responsibility for:
- leading a team of Form Tutors, promoting the ethos of the academy, promoting effective student learning and dealing with problems that may arise, including behaviour problems
 - supporting Form Tutors, giving advice and guidance when necessary and dealing directly with more urgent, time-consuming and serious issues
 - the Attitude to Learning (ATL) of the students in their year group.
- 3.7 **Staff** in general are responsible for ensuring their familiarity with and understanding of the Behaviour Policy and comply with it when carrying out their duties. Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member/s of staff named on the cover sheet of this policy. In particular, they are responsible for applying the policy consistently and fairly and modelling expected behaviours.
- **Form Tutors** are central to the success of this policy and take direction from the Head of Year. See Section 12 for detail on the role of the form tutor in relation to this policy. Form tutors are responsible for:
 - the students in their group on a day-to-day basis and being aware of their emotional, academic, behavioural and physical needs
 - ensuring that the students in their group have the right attitude for learning
 - establishing an ethos of high expectations and encouraging students to take responsibility for their conduct
 - being a point of communication on all matters relating to the students in the group
 - good attendance and punctuality of their tutees.
 - **Teaching staff** are responsible for ensuring that standards of behaviour of students are high by setting those expectations in their lessons and to adhere to the behaviour protocols and systems outlined in the Academy Behaviour Policy. See Section 11 for detail on the role of teaching staff in relation to behaviour.
 - **Heads of Department** are accountable for behaviour of students in the lesson of that subject.
- 3.8 Parents and carers are responsible for supporting their child in adhering to the behaviour policy, both in and out of school. They are also responsible for informing the school of any change in circumstances that may affect their child's behaviour in the knowledge that the school will work in partnership with families, supporting them to achieve the desired behaviours.

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3.9 Students are responsible for ensuring that they understand expectations the school has of them in relation to behaviour and aspire towards the highest of standards at all times. They will take responsibility for their own behaviour and will assist in maintaining the safety of the learning environment. The responsibilities of students and their families are detailed in the Home School Agreement (See Section 7 and Appendix A).

4. Policy Statement

4.1 Our aim is to be an outstanding school, providing an outstanding education for our students. We are committed to adhering to the requirements and guidance in the legislation and guidance listed on the Cover Page of this policy. We have high expectations for standards of both learning and behaviour. We will do this by focussing on Norlington School and 6th Form's aims of:

- a) To develop **outstanding Leaders** across the school
- b) To guide our students to achieve exceptional **Academic Performance**
- c) To provide outstanding **Learning Experiences** for every student
- d) To ensure every student has access to high quality **Enrichment** activities
- e) To be the **School of Choice** for Boys for the local community

4.2 Our beliefs are captured in the following statements:

- All students benefit when behaviour is good as they feel safe and this makes learning more effective. Parents/carers play a role in reinforcing desired behaviour expectations as outlined in the Norlington School Behaviour Policy.
- Promoting and rewarding positive behaviour helps build self-esteem and self-discipline; this in turn encourages respect for others.
- Sanctions and boundaries deter students from misbehaving.
- Codes of conduct apply before, after and during the school day. They set behaviour expectations for the classrooms, the corridors, break time and lunchtime as well as the journey to and from school.
- Student behaviour is a product of a variety of influences including their relationship with themselves, their relationship with others and their relationship with the curriculum.
- To create an orderly climate for learning and to maintain positive relationships, everyone must:
 - a) Meet and greet each other showing interest and respect
 - b) Be in the right place, at the right time with the right attitude.

4.3 All members of the Norlington School and 6th Form will commit to our key philosophies of '**Right Time, Right Place, Right Attitude**' and '**Ladies and Gentlemen of Norlington**', '**Everybody's Welcome**' and '**Norlington Family**'. The values encapsulated in these phrases represent the shared culture of the academy.

4.4 The work of pastoral leaders, including Form Tutors and Heads of Year, will be structured around Norlington School and 6th Form's five key pastoral areas, which we call our **Five A's**. These are:

- 1) **AWARENESS** of the emotional, academic, behavioural and physical needs of the students in their care
- 2) **ACADEMIC PROGRESS**: ensure every student realises or exceeds their potential
- 3) **ACCESS**: ensure effective communication is maintained between school, staff, students and home
- 4) **ATTITUDE**: ensure students are equipped for learning
- 5) **ATTENDANCE**: promote outstanding attendance and punctuality

4.5 Emphasis will be placed upon the **use of rewards** as a means of raising levels of attainment, encouraging appropriate behaviour, increasing students' self-esteem and creating a positive learning environment.

4.6 Sanctions will be used to modify behaviour and allow students to positively re-integrate into lessons. When disruptive behaviour occurs, staff will respond to it quickly and calmly using diffusive

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tactics to prevent an escalation of the problem. Used effectively, sanctions will avert the breakdown in relationships and the repeating of similar negative behaviours. As a rule:

- Sanctions **must never** be physically or psychologically harmful.
 - They **must** be balanced with positive support to avoid resentment and embarrassment.
 - Sanctions do not have to be severe to be effective, they **must** include repairing relationships.
 - Sanctions **must** be consistently applied whilst reinforcing expectations.
- 4.7 Norlington staff members have the power to discipline pupils for misbehaving **outside the school premises**. A school's disciplinary powers may be used to address pupils' conduct when they are not on school premises if it would be reasonable for the school to regulate pupils' behaviour in those circumstances, even though they are not under the lawful control or charge of a member of school staff (*Sections 90 & 91 of the Education and Inspections Act 2006*). This may include bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in a shopping centre.
- 4.8 Bullying of any kind will not be tolerated in this school. It is everyone's responsibility to prevent it happening. The school will react firmly and promptly where bullying is identified.

5. Attitude to Learning

- 5.1 Behaviour expectations are framed as having a positive Attitude to Learning (ATL), defined as:
- a) students and groups of students being consistently well behaved over time
 - b) high levels of engagement
 - c) students being punctual and positively managing their own behaviour
 - d) students being highly supportive of one another
 - e) students understanding what is safe and what is unsafe behaviour for themselves and others
 - f) students understanding different forms of bullying and help preventing its occurrence
- 5.2 Individual performance in relation to students' ATL is reported on alongside academic progress at the end of our curriculum cycles. Students are expected to take personal responsibility for and are accountable for their own ATL.
- 5.3 The data generated from the cycle reporting of ATL is tracked and analysed by pastoral leaders.

6. Key Norlington Philosophies

- 6.1 All Norlington students are expected to adhere to the rules and conduct succinctly captured by our **Right Time, Right Place, Right Attitude** philosophy.

Right Time

- I will aim for 100% attendance and 100% punctuality.
- I will arrive to my lessons on time and ready to learn in 2 minutes

Right Place

I will move around the school in a quiet, sensible and considerate way and make sure:

- Classrooms are used for learning.
- Corridors are used for getting to places quickly, quietly and safely.
- Playgrounds are for playing and talking.
- Using the appropriate 'Voice' at all times (Appendix A)

Right Attitude

- I will be organised and bring my equipment for learning.
- I will follow instructions from my teachers and complete all tasks to achieve my best.
- I will make sure I meet and exceed my target grades.
- I will focus on my work and not disturb others.
- I will listen respectfully when other people are talking.
- I will treat other people with respect, not saying or do anything that harms others.
- I will treat the building and all who work in it with respect by keeping it clean and safe.

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- I will look after our community by behaving in a respectful and considerate way on the way to and from school.

6.2 **Ladies and Gentlemen of Norlington:** All Norlington students are expected to act as Ladies and Gentlemen of Norlington at all times – before, during and after school. A lady or gentleman of Norlington is someone who cares for the people around them by:

- considering the needs of others before their own
- being polite and using good manners
- being calm and kind
- being respectful tolerant of others
- showing empathy to others.

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6.3 As a Lady or Gentleman of Norlington I have a responsibility to make **Everybody Welcome**, even if I disagree with them.

6.4 As a **Lady or Gentleman of Norlington;**

- **I will never be a bully,**
- **I will not tolerate any form of bullying,**
- **I recognise I have a personal responsibility to ensure it does not happen to anybody.**

If I experience bullying or see bullying I have a responsibility to report it to a member of staff as soon as I can.

7. Home School Agreement

7.1 The Home School Agreement is a written agreement between parents, students and the school (as represented by the Form Tutor) and requires all parties to commit to a set of responsibilities that form a shared commitment to the development of the student. The document is important in underpinning high standards of behaviour as it clarifies the expectations of the school in relation to behaviour (see Appendix B).

7.2 The Home School Agreements is discussed and agreed with Tutor Groups at the start of every year. All students, parents and their Form Tutors sign agreement to committing to meeting their individual responsibilities in relation to Academy expectations.

7.3 In the Home School Agreement, Norlington School and 6th Form commits to accepting responsibility to each student by:

- enhancing the self-respect and confidence of the student by encouraging them to take responsibility for themselves and their actions
- ensure the student's safety and happiness by providing an orderly and caring community where life is enjoyable, stimulating and productive
- ensure the student achieves as high a level of academic and social success in preparing them for the varied and changing roles adult life will present
- providing a broad and balanced curriculum that recognises, encourages and develops the talents, skill, abilities and interests of young people
- helping the student achieve high standards of work and behaviour by respecting others, building good relationships and developing a sense of responsibility
- Keeping parents and carers informed about general school matters and about their child's progress in particular
- being open and welcoming at all times, and offer opportunities for parent/carers to become involved in the daily life of the school
- developing a framework of equality of opportunity, an appreciation of the need of others and valuing the contribution each individual can bring to the community.

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7.4 In the Home School Agreement, each student signs an agreement to adhere to behaviour rules in relation to equipment, uniform, use of electronic devices, moving around the school, punctuality and attitude to learning etc. In addition, they commit to conduct represented by the academy's **Everybody's welcome**, **'Right Time, Right Place, Right Attitude'** and **'Ladies and Gentlemen of Norlington'** Philosophies.

7.5 In the Home School Agreement, parents/carers accept responsibility to

- Ensure their child goes to school regularly, on time and properly equipped.
- Make the school aware of any concerns or problems that might affect their child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support their child in completing homework and other opportunities for home learning.
- Attend parents' evenings and other meetings/discussions about their child's progress.
- Get to know about their child's life at school

8. Electronic devices and Phones

8.1 All students are allowed to bring electronic devices, including mobile phones, into school and use them during break and lunchtimes.

8.2 All electronic equipment remains entirely the responsibility of students.

8.3 A student's electronic device may be reviewed at any time if it comes onto the school site in the same way that a bag may be searched.

8.4 Inappropriate usage of electronic devices, such as using them in classrooms, could lead to them be confiscated and, dependent upon the incident;

- returned at the end of the day
- returned to a parent/carer who must come in and collect the electronic device
- students being banned from bringing electronic devices to school

8.5 Sanctions concerning 'Abuse/aggression towards peer or staff **includes** verbal and through social media or electronic devices' and will also include being complicit in this abuse. This includes keeping/sharing messages/images of students/staff. (Appendix E)

8.6 No images or recording may be made on school grounds or whilst on school business of any other student/member of staff at all.

8.7 No image/recording may be kept/shared of any member of staff. This applies to social media as well as individual electronic devices.

8.8 No image/recording should be kept/shared of any student without that student's express permission. It is the responsibility of the student to ensure they have this permission.

9. Celebrating success

9.1 Norlington School and 6th Form recognises the impact and importance of rewards in maintaining high standards of behaviour and a strong ATL. We have a clearly detailed intrinsic celebrating success plan that recognises students that model exceptional learning behaviours which focus on the behaviour and not extrinsic rewards.

9.2 We will utilise celebrating success (rewards) to:

- 1) Raise and sustain levels of achievement
- 2) environment Increase and sustain students' self-esteem.
- 3) Encourage and sustain appropriate behaviour.
- 4) Create and sustain a positive learning environment.

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9.3 We will support staff in giving rewards by defining what might be rewarded and how to reward appropriately. This includes rewarding at individual teacher, departmental level, Year Group and whole Academy (SLT) levels. It will include celebration events such as assemblies or Celebration Evening, to which parents are invited where high profile, public rewards celebrates the academic, leadership and behaviour achievement of the students. Examples are given in the table below. (See Appendices C and D)

Examples of Reward	
Situations where rewards are used:	<ul style="list-style-type: none"> • Outstanding work. • Making outstanding progress. • Excellent effort, including attendance and punctuality. • Service for the school community, including outstanding behaviour. • Demonstrating examples of outstanding leadership
Classroom Teacher Rewards:	<ul style="list-style-type: none"> • Verbal praise. This should exceed negative comments by a ratio of at least 3:1. • Positive written comments when marking. • Positive comments in student diaries or letters/department/recognition postcards home. • Telephoning parents/carers. • Work displayed in classroom. • Outstanding Learner Awards at end of every cycle.
Department Rewards:	<ul style="list-style-type: none"> • Head of department recognition with letter / postcard home. • Achievement assemblies. • Award at Annual celebration evening. • Exhibition of work. • Reward trip. • Outstanding Learner Awards at end of every cycle.
Year Rewards:	<ul style="list-style-type: none"> • Form tutor recognition with praise written in diary. • Head of Year achievement assembly. • Reward trip. • HOY reward as part of the end of cycle Outstanding Learner Awards. • Gentleman, Leader, Learner, Enjoyment, Achievement.
SLT Rewards:	<ul style="list-style-type: none"> • Principal's lunch – Every cycle (Students nominated by a member of staff for an outstanding piece of work) • Whole school achievement assembly, including celebration evening.

9.4 Celebration assemblies play a central role in the reward culture at Norlington School and 6th Form. Further information about celebration assemblies can be found in Appendix C.

10. Sanctions

10.1 The school may use one or more of the sanctions listed in 9.3 in response to unacceptable behaviour. The relationship between Behaviour Levels and Consequences are also given in Appendix E: Appropriate Levels of Sanction. This is not an exhaustive list and similar examples of behaviour not detailed here may also lead to similar sanctions.

10.2 Our Expectations for behaviour when students are off site are no different to those when in school. Sanctions will be applied where a student has misbehaved **off-site** when representing the school, such as on a school trip, Physical Education lessons or on the way to or from school.

10.3 Sanctions are framed as 'consequences of negative behaviour' and include:

- **Level 1: failure to comply with school expectations.** Sanctions include: moved in class; verbal reprimand; catch-up; note in planner; discussion with student; breaktime detention (teacher); lunchtime detention (teacher); after school detention (teacher); no further action required; confiscation of electronic device with return to student

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- **Level 2: repeated Level 1 and/or refusal to comply with Health and Safety related behaviour requirements.** Sanctions include:
relocated within department; contact parent/carers; referred to tutor/HoY; referred to HoD; community service within school; lunch detention (Dept); after school detention (Dept); break detention (HoY); lunchtime detention (HoY); after school detention (HoY); student placed in LSU; confiscation of electronic device with return to parent; student barred from bringing any electronic device onto school site; no further action required; fixed Term exclusion
- **Level 3: repeated Level 2 and/or failure to comply with immediate and urgent Health and Safety requirements.** Sanctions include:
sent for SLT; statement of incident taken from student; contact parent/carers; parent/carers meeting; student placed in LSU; referred to SLT; fixed period exclusion; permanent exclusion; reintegration Interview; referred to outside agency; referred to governors; no further action required
- **Level 4: endangerment of health and safety.** Sanctions include:
permanent exclusion

11. **Basic Staff Non-Negotiables to Support Learning**

- 11.1 All staff are expected to know and follow all policies and procedures that relate to their roles and responsibilities in general, and this Behaviour Policy in particular.
- 11.2 Norlington School and 6th Form staff have a duty to role-model high expectations in relation to behaviour and conduct, and to be familiar with the expectations of them as defined in the Teacher Standards. The basic non-negotiables to support learning are defined and shared with all staff. These are listed below:
- a) Dress smartly and appropriately. The following are not appropriate: denim, t-shirts, trainers (except for PE Teachers), revealing garments. This Includes trips out of school.
 - b) Be in school from 8.30am to ensure that an effective start of the day takes place
 - c) Be punctual to school, to duties and to lessons in order to meet and greet students and ensure good corridor behaviour
 - d) Attend all relevant meetings and contribute appropriately. The reasons for any absences must be discussed with the line manager and agreed by the Vice Principal/Principal
 - e) Check emails on a daily basis so that communication is effective
 - f) Keep a tidy, uncluttered learning environment or workplace
 - g) Meet all deadlines and provide and present all in a professional manner
 - h) Mark books/assess student progress in line with the School Marking and Assessment Policy
 - i) Inform the Designated Safeguarding Officer of potential CP concerns about any students in their care as soon as possible.
- 11.3 All staff **must inform the Designated Safeguarding Lead** of any potential safeguarding concerns about any students in their care as soon as possible. It is the responsibility of all staff to be familiar with the Safeguarding and Child Protection Policy and to understand their role in implementing it.

12. **The Classroom Teacher Role**

- 12.1 Classroom teachers at Norlington School and 6th Form will have high expectations of students and actively promote outstanding Attitudes to Learning in the students that they teach by role-modelling expected behaviours and adhering closely to this policy, including the correct use of rewards and sanctions.
- 12.2 To support an outstanding ATL in students, all teachers must:
- be on time at the classroom door at the start of the lesson to meet and greet each student

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- start every lesson in the agreed way; students stand behind chairs, take out equipment and wait for instructions
- have SIMS open, ready to record behaviours
- have a seating plan for all classes using MINT
- differentiate the lesson so all groups can achieve
- maintain a safe environment by reinforcing, 'Right time, right place and right attitude' with those students interrupting learning
- challenge behaviour that falls short of the expectations made explicit within this policy. Record the incident and action taken on SIMS
- follow up positives with praise letters/recognition postcards/phone calls to home. Follow up negatives with a sanction such as a detention. Parents should be informed by phone/letter of repeated non-compliance
- be vigilant and challenge any behaviour's that are bullying in their nature. Record the incident, including restorative work and the names of the bully and victim on SIMS
- end every lesson in the agreed way; students stand behind chairs, before being dismissed in a calm way.

12.3 **Serious issues must be followed up by departments in conjunction with Heads of Year, Heads of School or SLT.**

13. The Form Tutor Role

13.1 The Form Tutor, like all pastoral leader roles, comprises the five key areas (Our 5A's) given in Point 4.4. Key day-to-day duties of the Form Tutor is given in the tables in Appendix F

14. The Head of Year Role

14.1 The Head of Year role, like all pastoral leader roles, comprises the five key areas given in Point 4.4. Details of the Head of Year role is given in the tables in Appendix G.

15. Gathering, Monitoring and Improving Student Behaviour (using SIMS)

15.1 Norlington School and 6th Form will gather, monitor and improve student behaviour in a way that allows for the recording of an incident, how it is dealt with and how it is concluded. The system will allow for the tracking of behaviour of individual students or groups of students, and allow the monitoring of behaviours such as bullying to be tracked and eliminated. The system will ensure that all incidents, both in and out of lessons, will be recorded.

15.2 Norlington School and 6th Form uses **SIMS** to record both positive and negative behaviour incidents. On SIMS positive behaviour is recorded by logging **achievement points** and negative behaviour is recorded by logging **behaviour points**. All staff in the academy must record the behaviour of the students, both in and out of lessons, consistently and appropriately.

15.3 Inputting a report or a referral into SIMS will not in itself change the behaviour of students. The reporter must follow the behaviour policy and deal with the concerns as soon as possible. Details of incident(s), actions taken, interventions and sanctions/rewards must be part of the report. All staff must use the system in a consistent way so students can understand that a type of behaviour will have a specific consequence. This refers to both sanctions and rewards.

15.4 It is an effective tool when:

- all appropriate incidents (positive and negative) are recorded in SIMS,
- the data is analysed regularly and
- actions are taken in an effective timescale.

15.5 Norlington School and 6th Form recognises four distinct levels of negative behaviour and the Behaviour Policy of the Academies will define the range of appropriate sanctions. See Section 10.

- **Level 1: failure to comply with school expectations.** For example, out of seat; incorrect uniform; disturbing others; unnecessary noise; shouting; refusal to work; talking out of turn; insufficient work completed; inappropriate usage of electronic

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equipment.

- **Level 2: repeated Level 1 and/or refusal to comply with Health and Safety related behaviour requirements.** For example, refusal to follow request; walking out of class; throwing objects; repeated non compliance; persistent level 1 behaviours; persistent inappropriate usage of electronic equipment
- **Level 3: repeated Level 2 and/or failure to comply with immediate and urgent Health and Safety requirements.** For example damage to property; abuse/aggression towards peer; abuse/aggression towards staff; physical aggression to peer; physical aggression to staff; truancy; theft; compromise the Health and safety of themselves and others; persistent Level 2 behaviours
- **Level 4: endangerment of health and safety.** For example, possession of drugs; use of drugs/illegal substances; possession of weapons; use of weapons including the use of an object as a weapon; endanger the health and safety of others.

15.6 **Recording Incidents of Bullying:** we are legally required to keep a **detailed** record of all bullying incidents. When reporting on any form of bullying we **must** record all the same information as any other incident. However, we **must also** record the details of the victim. It is crucial that we record the outcome/conclusion and all interventions relating to the incident (Appendix H). We must record the follow-up meeting/s to the incident (two weeks after the incident). All of this is required by law. See Section 16.

15.7 All of the above can be easily managed by SIMS, but it relies on;

- **full** and **accurate** information being entered into the system on time.
- Form Tutors, Heads of Year, Heads of Department and SLT monitoring behaviour and intervening appropriately and in an effective timescale.

15.8 The following table summarises key action to be taken by staff when recording behaviour incidents.

USING SIMS TO RECORD BEHAVIOUR INCIDENTS	
Staff Member	Action to be Taken
Teacher Marking Referral/Report	<ul style="list-style-type: none"> • Enter on SIMS details of any incidents you judge needs recording, whether or not it needs following up • Include all actions taken prior to the report/referral when entering details into SIMS. • Record what actions are to be taken e.g. detention, calling/writing home etc. • Update the report to detail the conclusion of the incident (if it has not been referred on to someone).
Staff Member an Incident has been Referred to	<ul style="list-style-type: none"> • Update the SIMS incident with the actions you have taken. • Update the report to detail the conclusion of the incident (if you are the member of staff who concluded the incident).
Form Tutor	<ul style="list-style-type: none"> • Check the behaviour of your form group on a daily basis, to support the change of Level 1 behaviour and to be aware of Level 2/3 incidents • Update the SIMS incident with any actions you have taken. • Update the report to detail the conclusion of the incident (if you are the member of staff who concluded the incident).
Head of Year	<ul style="list-style-type: none"> • Check the behaviour of your year group on a daily basis for persistent Level 1 behaviour across subjects and Level 2/3 behaviours that need your follow-up • Record appropriate actions taken in liaison with the reporting teacher in an effective timescale. • Update the SIMS incident with any actions you have taken. • Update the report to detail the conclusion of the incident (if you are the member of staff who concluded the incident).
Head of Department	<ul style="list-style-type: none"> • Check persistent Level 1 and Level 2 behaviours reported by members of your department on a daily basis for department intervention.

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	<ul style="list-style-type: none"> • Check appropriate actions have been taken in liaison with the reporting teachers in an effective timescale. • Update the SIMS incident with any actions you have taken. • Update the report to detail the conclusion of the incident (if you are the member of staff who concluded the incident).
Head of School/Head of Behaviour Systems	<ul style="list-style-type: none"> • Check the Level 2/3 behaviours reported on a weekly basis with HOY to ensure the successful follow-up and conclusion. • Update the SIMS incident with any actions you have taken (this would be for incidents of a serious nature that have been referred). • Update the report to detail the conclusion of the incident (if you are the member of staff who concluded the incident).

16. Norlington School and 6th Form's Approach to Bullying

- 16.1 Bullying of any kind will not be tolerated in Norlington School and 6th Form (See 6.4). It is everyone's responsibility to prevent it happening. The academy will react firmly and promptly where bullying is identified.
- 16.2 All incidents of bullying/suspected bullying must be recorded in SIMS by the member/s of staff who witnessed the incident. Staff have access to the guidance given in Appendix G: 'Recording and Monitoring Bullying and Prejudiced Behaviour Incidents in SIMS.'
- 16.3 Bullying is defined as 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally' (Preventing and tackling bullying, DfE 2017). This can include:

TYPE OF BULLYING	DEFINITION
Emotional	being unfriendly, excluding, tormenting
Physical	hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or Indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber-Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- 16.4 There are a range of sanctions available to the staff and Governors depending on the perceived seriousness of the situation. Some of these include:
- discussions with pupils and Form Tutors
 - referral to Head of year, Deputy Head, Principal and Parents or Carers
 - withdrawal of appropriate favoured activities
 - internal exclusion (being isolated and withdrawn from lessons)
 - temporary, fixed term exclusion from school
 - permanent exclusion from school.
- 16.5 Where bullying that takes place **outside school**, for example in a local shop or on public transport, is reported to school staff, it will be investigated and acted on in the same way as any bullying incident that occurs on the school site.
- 16.6 The school will take bullying seriously and investigate every alleged incident. We will:
- meet those those concerned individually
 - use peer group pressure to actively discourage bullying
 - break up bullying groups where necessary
 - involve parents / carers at an early stage
 - help pupils to develop positive strategies and be more assertive
 - provide opportunities for every year group to discuss the issues relating to bullying during coaching / registration, computing lessons, assemblies and other lessons where necessary.

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16.7 We will also:

- encourage pupils to speak out and inform them of the outcome of reporting an incident.
- support pupils who are being bullied
- help bullies to change their behaviour
- enable pupils to report bullying in a safe and confidential way
- be equally concerned about bullying outside of school
- record incidents of bullying in a consistent way to allow for monitoring of behaviour.
- discuss with and involve pupils in the agreed Code of Conduct
- request help from external agencies and support services (e.g. Educational Psychologist) where necessary
- provide training for Governors and Parent / Carers about the policy.

16.8 In addition to support for students internally, Norlington School and 6th Form will utilise external resources to support students that may be being bullied and will disseminate information where students can access external support if required. Useful contact information can be found in Appendix F.

17. Use of Physical Restraint/Reasonable Force by Staff

17.1 Norlington School and 6th Form will follow the requirements of Section 93 of the Education and Inspections Act 2006 and the guidance given in 'Use of Reasonable Force: Advice for Headteachers, staff and governing bodies, DfE, July 2013. This legislation and guidance enable academy staff to use such force as is reasonable in the circumstances.

17.2 **When can reasonable force be used at Norlington School and 6th Form?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Force may be used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

17.3 **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit

17.4 **Some examples of situations where reasonable force can and cannot be used:**

We can use force:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip/visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a staff member/another student, or to stop a fight
- to restrain a student at risk of harming themselves through physical outbursts.

We cannot and will not use force:

- as punishment – it is always unlawful to use force as punishment.

17.5 **Incidents of physical restraint must:**

- **always be used as a last resort**
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment

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- be recorded and reported to parents

17.6 What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- '**Reasonable in the circumstances**' means using no more force than is needed.
- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Norlington staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student

17.7 Keeping young people safe following the use of physical restraint: After a use of force incident, we will ensure that;

- staff and young people are medically assessed as soon after the incident as is practicable, and that their well-being is maintained
- carrying out a separate debriefing for the student/s and staff directly involved in the incident
- student/s are given the option to speak to an independent advocate.

It is the school's responsibility to ensure that all staff receive up to date reasonable force/physical restraint training.

17.8 Other physical contact with students: It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed student
- when a student is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching.
- to give first aid.

17.9 Power to search students without consent: In addition to the general power to use reasonable force described above, the Principal and authorised staff can use such force as is reasonable given the circumstances when conducting a 'without consent search' for:

- knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The academy **cannot and will not** use such force to search for items banned under the school rules other than those listed above. The academy will deal with items found as a result of a 'without consent' search in the manners defined in 'Searching, Screening and Confiscation', DfE, 2018. This may require the academy to retain the items, dispose of them, deliver the items to the police, return the items to the rightful owner or in the case of digital information, delete data or files.

18. Supporting Students

18.1 Norlington School and 6th Form recognises our legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our

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approach to challenging behaviour may be differentiated to cater to the needs of the individual student. The school's special educational needs co-ordinator (SENCo) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

- 18.2 When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- 18.3 An overview of our support interventions is given in our **Student Support Framework (SSF)**, which can be found in Appendix I. The SSF should only be used as a guide by Tutors, HOY, HOS and other school leaders to identify possible support actions for students. The SSF should not be used as a checklist of activities but as a reference tool when assessing student needs, especially those who are on or in danger of reaching Red Report/Individual Support Plan level.

19. Behaviour Report System

- 19.1 Where poor behaviour persists or is of a more serious nature, it may be necessary to place students on report and for these circumstances Norlington School and 6th Form will have a rigorous Behaviour Report System in place. Parents/carers are involved and informed at all stages of progress and steps taken. The aim is always to raise standards of behaviour and establish the student's acceptance of and adherence to Academy expectations.
- 19.2 The purpose of the Behaviour Report system is to raise awareness in the students of the impact of their poor behaviour and to move them to take responsibility for it and comply with the Academy expectations. In order to do this, having a conversation with someone at the beginning and end of each day is crucial in order to support the student as they strive to change.
- 19.3 There are three levels of being on report and the student would move up level by level until behaviour improved, and then move down Level by Level:
- Level 1:** Placed on **Green Report** to the student's Form Tutor
 - Level 2:** Placed on **Amber Report** to the student's Head of Year.
 - Level 3:** Placed on **Red Report** to the student's Head of School. If at the end of this stage, behaviour has not significantly improved, the student progresses to removal from the everyday life of the Academy and monitored in a more controlled environment by being put on an Individual Support Plan. Finally, the student would move to exclusion if no improvement is made.
- 19.4 HoYs will record all students who are on report in the 'On Report Tracker' **every week**. Students remain on report for 2 weeks, moving up or down the report ladder, dependent on progress. Students can only exit the report system from the Green Report.
- 19.5 All completed reports will be kept and filed by the HoY.
- 19.6 Supporting students who are struggling to maintain positive behaviours is important and some students may need to have an Individual Support Plan (ISP) to help them. All students being put on Amber Report **are considered** for an ISP and all students on Red Report **must** be given an ISP. More information on ISPs are given in Section 19 and Appendix K.
- 19.7 The Behaviour Report System ladder is captured in the following table.

EXCLUSION / MANAGED MOVE THROUGH FAIR ACCESS PANEL	
▲	
REFERRAL TO LEARNING SUPPORT UNIT – FREEDOMS REMOVED	
<ul style="list-style-type: none"> • No access to other students • Begin day at 9:00am to finish day at 3:30pm 	
▲ ▼	
RED REPORT	INDIVIDUAL SUPPORT PLAN

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<p>(All students on red report must also have an ISP)</p> <ul style="list-style-type: none"> • Parents interviewed prior to placement with HoY and HoS • Parents updated on progress weekly • Intended for students failing to amend behaviours, disrupting learning, despite coaching • Daily monitoring by HoY / HoS. Use WWW, EBI and NS <p>LEVEL 3</p> <ul style="list-style-type: none"> • Student isolated at break, lunch and finish at 3.45pm. • Report checked at end of day by HoS for WWW and EBI. <p>Report level reviewed at end of 1 week although any positive change to the report level must only take place after 2 positive weeks.</p>	<p>For students who are not responding to the previous behaviour strategies, who may be disaffected and who are at risk of permanent exclusion. This <u>may</u> include students who:</p> <ul style="list-style-type: none"> • have had multiple Fixed Term Exclusions • have shown a rapid deterioration in behaviour • are at risk of being unsuccessful at school due to disaffection which can be shown through persistent disruptive behaviour, truancy, academic under-performance • are having a negative effect on the welfare and learning of others <p>All students on Red report will be considered for an ISP.</p>
<p>AMBER REPORT</p> <p>(All students starting an amber report must be considered for an ISP)</p> <ul style="list-style-type: none"> • Parents informed of report by HoY prior to placement with a meeting and a letter • Parents updated on progress weekly by a phone call • Intended for students showing persistent interruption to learning across subjects <p>LEVEL 2</p> <ul style="list-style-type: none"> • Students see HoY / HoS at end of day for coaching using WWW, EBI and NS • Report level reviewed at end of week, although any positive change to the level must only take place after 2 positive weeks 	
<p style="text-align: center;">GREEN REPORT</p> <ul style="list-style-type: none"> • Parents informed by HoY of emerging concerns regarding their son. • Students report to Form Tutor at the end of the day for coaching using WWW, EBI and NS <p>LEVEL 1</p> <ul style="list-style-type: none"> • Report reviewed at end of week 	

20. Individual Support Plan (ISP)

- 20.1 An Individual Support Plan (ISP – Appendix K) is a structured and co-ordinated 6-week school intervention, designed to support students at risk of permanent exclusion. It's purpose is to support students to **avoid exclusion**.
- 20.2 An ISP is for students who are not responding to the normal behaviour strategies within Norlington who may be disaffected and who are at risk of permanent exclusion. This may include students who:
- have had multiple Fixed Term Exclusions
 - have shown a rapid deterioration in behaviour
 - are at risk of being unsuccessful at school due to disaffection which can be shown through persistent disruptive behaviour, truancy, academic under-performance
 - are having a negative effect on the welfare and learning of others.
- 20.3 All students on Amber Report will be considered for an ISP. The decision will be taken by the Head of School, in liaison with the HoY. All students who are on Red Report must have an ISP.
- 20.4 The ISP should **not be the first intervention** the pupil has received. It is designed to be used after other strategies and support used have been unsuccessful in making a positive change in the student's behaviour and or academic progress. It should be;

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- timely and used before students have become so disaffected that change is unlikely and
- used as part of the graduated response to behaviour with evidence of this shown at both referral and initial set-up.

20.5 The ISP process is detailed in the table below:

Individual Support Plan Process
<p><u>Step 1 - Referral</u></p> <ul style="list-style-type: none"> • The Head of School must complete the ISP referral form (Appendix K).
<p><u>Step 2 – Setting up the Meeting</u></p> <ul style="list-style-type: none"> • The following people should be invited to the ISP meeting; <ol style="list-style-type: none"> 1) parents/carers/guardian/s of the student 2) the student that the ISP is being written to support 3) any professional working with the pupil that may support the meeting such as Counsellor, School Nurse, EWO 4) the Head of School 5) the student’s Head of Year
<p><u>Step 3 – Preparation for the Meeting</u></p> <ul style="list-style-type: none"> • The following documents are completed in advance <ol style="list-style-type: none"> 1) completed ISP referral form document (Appendix K) 2) completed subject teacher questionnaires (Appendix J) 3) the student’s most recent academic report 4) the most recent attendance/punctuality report 5) the student’s behaviour report (for a minimum of one year) 6) the student’s most recent completed academic self-review document
<p><u>Step 4 – The Meeting</u></p> <ul style="list-style-type: none"> • The purpose of the meeting is to utilise all the collated information, including the views and opinions of the students and parent/carers, to formulate targets aimed at supporting the student’s progress and improvement in behaviour. Targets will be positive*, achievable and closely linked to the behaviours that are causing concern. As these targets are the whole basis of the student’s ISP it is important that the student helps to identify them. • Writing a positive target: <ul style="list-style-type: none"> ✓ Positive framing of the target: To arrive on time to lessons and ready to learn ✗ is better than a negative framing of the target: Must not be late or unprepared for lessons • A review meeting date must be agreed and recorded on the ISP.
<p><u>Step 5 – Review Meeting</u></p> <ul style="list-style-type: none"> • The meeting should take place 6 school weeks (or as near as possible to 6 school weeks) after the initial target setting meeting. The purpose of the meeting is to measure the student’s progress against his targets. In order to do this; <ol style="list-style-type: none"> 1) A second ‘subject teacher questionnaire’ needs to be completed. This questionnaire will include a judgement about how well they student has met his targets 2) Most recent academic report must be included 3) Attendance report included • If the student has been successful in meeting his targets the ISP will be closed. Depending on the needs of the student he may still require supportive intervention. • If the student is not successful in meeting his targets the Head of School will; <ol style="list-style-type: none"> 1) Make a decision as to whether a further 6-week ISP should be instigated 2) Meet with the Principal to discuss next steps

21. The Learning Support Unit

21.1 The Learning Support Unit is to isolate students within the school structure, to support their needs.

21.2 Norlington School and 6th Form will set out clearly a identified procedure for any student being admitted to and exiting the Learning Support Unit. This is given below.

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1) Entry Procedure

- All admissions to the LSU should be **planned in advance**. On rare occasions a student may be placed in the LSU at short notice. **These can only be sanctioned by the Pastoral Senior Leader.**
- All requests for admission must be approved by the Pastoral Senior Leader.
- Placement in the LSU will be determined by the needs of the individual student and will be full-time, part-time or as required
- On entry to the LSU each student will be invited with his parent/carer for a meeting with HOY, representative of SLT and the LSU manager. During this meeting we will set individual targets for improving learning and behaviour
- Targets will be realistic and personalised according to the needs of each student

2) Curriculum Provision

- Students in the unit receive the same work as in their normal lessons.
- **The HoY is responsible for co-ordinating the collection of work and ensuring that the work is in the LSU for the student.**
- Subject teachers must supply suitable work and homework for their subject. It is essential that the work set by the teacher is appropriate and at the correct level for the student. Every effort is made to ensure that when a student leaves the LSU, they will be up to date with the topic being studied.
- Completed work will be then sent to the classroom teacher for marking
- While in the LSU, students will not be allowed to go outside for break or lunch hour. Lunch will be a packed lunch eaten in the LSU.
- They will be dismissed at the end of the day at **3.30pm**.

3) Exit Procedure

- The length of time spent in the LSU will be initially agreed at the entry meeting
- Failures to meet agreed learning and behaviour targets may extend the amount of time spent or escalate procedures towards the FAP (Fair Access Panel)
- All members of staff are given notification of when a student is about to return to normal lessons by the LSU manager
- All students are placed on report green report with the LSU manager to monitor the situation. If a student fails to show his report, parents / carers will be contacted and his placement in the LSU will be extended
- Students may also receive Time Out Cards to enable them to leave the classroom to calm down if needed
- The re-integration process is also monitored by classroom observations and spot checks by Head of Year.



APPENDIX A:

RIGHT ATTITUDE AROUND THE SCHOOL

USING OUR VOICE EFFECTIVELY

- **Listening Voice**

Independent working/Listening to the teacher

- **Table Voice**

Discussing work with your neighbour/ Working in a team

- **Classroom Voice**

One person speaking so everybody can hear you

- **Corridor Voice**

Talking quietly, with your friends

- **Break time Voice**

Never in a classroom



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APPENDIX B: Home School Agreement



NORLINGTON SCHOOL AND 6TH FORM Home / School Agreement

Name: _____

Date: _____

Our Aims are:

1. To develop **Outstanding Leaders** across the school
2. To guide our students to achieve exceptional **Academic Performance**
3. To provide outstanding **Learning Experiences** for every student
4. To ensure every student has access to high quality **Enrichment** activities
5. To be the **School of Choice** for Boys for the local community

At Norlington we 'Learn together, enjoy together and achieve together'

We at Norlington School and 6th Form, accept our responsibility to:

- Enhance the self-respect and confidence of your son by encouraging him to take responsibility for himself and his actions.
- Ensure your son's safety and happiness by providing an orderly and caring community where life is enjoyable, stimulating and productive.
- Ensure that your son achieves as high a level of academic and social success in preparing him for the varied and changing roles adult life will present.
- Provide a broad and balanced curriculum that recognises, encourages and develops the talents, skill, abilities and interests of young people.
- Help your son achieve high standards of work and behaviour by respecting others, building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and about your son's progress in particular.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Develop a framework of equality of opportunity, an appreciation of the need of others and value the contribution each individual can bring to the community.

Principal's signature: _____

Vice Principal's signature: _____

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I am Personally responsible for my success

I will act as Gentlemen of Norlington at all times – before, during and after school. A **Gentleman of Norlington** is someone who cares for the people around him by;

- considering the needs of others before his own.
- being polite and using good manners.
- being calm and kind.
- being respectful and tolerant of others.
- showing empathy to others.

As a **Gentleman of Norlington** I have a responsibility to make **Everybody Welcome**, even if I disagree with them.

As a Gentleman of Norlington;

- **I will never be a bully,**
- **I will not tolerate any form of bullying,**
- **I recognise I have a personal responsibility to ensure it does not happen to anybody.**

If I see experience bullying or see bullying I have a responsibility to report it to a member of staff as soon as I can.

I will apply Right Time, Right Place, Right Attitude at all times:

Right Time

- I will aim for 100% attendance and 100% punctuality.
- I will arrive to my lessons on time.
- Once in lessons, I will be ready to learn within 2 minutes.

Right Place

I will move around the school in a quiet, sensible and considerate way and make sure:

- Classrooms are used for learning.
- Corridors are used for getting to places quickly, quietly and safely.
- Playgrounds are for playing and talking.
- Using the appropriate 'voice' at all times

Right Attitude

- I will be organised and bring my equipment for learning.
- I will follow instructions from my teachers and complete all tasks to achieve my best.
- I will make sure I meet and exceed my academic targets.
- I will focus on my work and not disturb others.
- I will listen respectfully when other people are talking.
- I will treat other people with respect, not saying or do anything that harms others.
- I will treat the building and all who work in it with respect by keeping it clean and safe.
- I will look after our community by behaving in a respectful and considerate way on the way to and from school.

EQUIPMENT

I will have the following equipment with me at all times.

- Pens & Pencils
- Rulers, Rubber, Sharpener.



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- Maths equipment such as a Compass, Protractor, Calculator
- Student Learning Organiser

UNIFORM

I will make sure I am wearing the correct uniform at all times as set out in the School's Uniform Policy.

ELECTRONIC DEVICES AND PHONES

I am allowed to bring electronic devices, including mobile phones, into school and use them during break and lunchtimes. All electronic equipment, that I bring in, remains entirely my responsibility.

My electronic device may be reviewed at any time if it comes onto the school site in the same way that a bag may be searched.

Inappropriate usage of electronic devices, such as using them in classrooms, could lead to them be confiscated and, dependent upon the incident;

- returned at the end of the day
- returned to a parent/carer who must come in and collect the electronic device
- students being banned from bringing electronic devices to school.

Sanctions in the behaviour policy concerning 'Abuse/aggression towards peer or staff **includes** verbal and through social media or electronic devices' and will also include being complicit in this abuse. This includes keeping/sharing messages/images of students/staff

No images or recording may be made on school grounds or whilst on school business of any other student/member of staff at all.

No image/recording may be kept/shared of any member of staff. This applies to social media as well as individual electronic devices.

No image/recording should be kept/shared of any student without that student's express permission. It is the responsibility of the student to ensure they have this permission.

STUDENT'S NAME: _____ Form class: _____

Vice principal's SIGNATURE:

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We / I, the parent(s) / carer(s) accept our responsibility to:

- See that my son goes to school every day, on time and properly equipped.
- Make the school aware of any concerns or problems that might affect my son's work or behaviour.
- Support the school's policies and guidelines for behaviour and uniform.
- Support my son in completing homework and other opportunities for home learning.
- Attend Parents' evenings and other meetings/discussions about my son's progress.
- Get to know about my son's life at school.

Signatures(s)

APPENDIX C: Celebration Assemblies

When	Leader	What is celebrated	Audience	Process
End of Every Half Term (3 per year mid-term)	HoY	<ul style="list-style-type: none"> • Examples of mutual respect, tolerance and looking after each other • 100% attendance and punctuality • Best attitude to learning • Culture for learning 	Individual year groups	Evidence taken from SIMS / SIMs and delivered in last year group assembly before every half term.
End of Every Cycle	HoY/ SLT	<p>A scaled down version of celebration evening that celebrates the successes of students for that term only in the following areas:</p> <ul style="list-style-type: none"> • Best learner, Best Leader • Gentleman • Enjoy • Achieve • Department Awards 	Individual year groups	<p>HoYs discuss nominations for Learner, Leader, Gentleman, Enjoy and Achieve with year team (only one student per award).</p> <p>HoYs collect names of winners from HoDs.</p> <p>Delivered in last year group assembly before end of each term.</p>
End of Every Cycle	SLT	Outstanding Learners	KS3 / KS4	Department and HoY Awards, presentation, certificate and letters home.
End of Autumn Term	SLT	<ul style="list-style-type: none"> • Review of the year so far • Celebration of success • Religious readings • Carol singing • Cultural/ Sports roll of honour / Wider opportunities to achieve roll of honour 	KS3 / KS4	<p>HoYs discuss nominations for Learner, Leader, Gentleman, Enjoy and Achieve with year team (only one student per award).</p> <p>HoYs collect names of winners from HoDs.</p> <p>Delivered in last Key Stage assemblies before end of year.</p>
Prior to Year 11 Leaving	HoY	<p>Year 11 leaver assembly</p> <p>A scaled down version of celebration evening that celebrates the successes of students for the whole year.</p>	Year 11	<p>HoYs discuss nominations for Learner, Leader, Gentleman, Enjoy and Achieve with year team (only one student per award).</p> <p>HoYs collect names of winners from HoDs.</p> <p>Delivered in last assembly prior to yr 11 leaving.</p>
End of Year	SLT	<p>Outstanding achievement throughout the year by individuals and group.</p> <p>Review of the year / Wider opportunities to achieve / House competition results</p>	Whole school	Delivered in the hall as KS3 and KS4 on the last day of the school year.

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APPENDIX D: Celebrating success

Celebration of success		
Level one recognition	daily/weekly	Sims achievement points awarded
		Verbal praise, ratio 3:1 on negative comments
		Positive written comment in marking
		Positive comments in student diary
		Work displayed in classrooms
		Positive phone call home
Level two recognition	Once or Twice a cycle	HOD letter/post card at the end of cycle based on sims points
		Department Outstanding learners recognition at end end cycle
		HOY achievement assemblies once a fortnight for student recognition based on sims points or sporting / extra-curricular achievement
		Outstanding learner award and assembly at the end of each cycle
		HOY's cycle award
		Departmental overall cycle achievement award (one student only)
Level three recognition	Once or Twice a year	Whole School Achievement Recognition Assembly
		Admitted into the Cultural/Academic Role of Honor
		Jack Petchy Award
		Added to the Norlington Olympics achievement board
		Added to the projects week achievement board
Level four recognition	Once per year	Recognition at Annual Celebration Evening
		Personal letter of achievement from the school Principal
Level five recognition	When required	Personal letter of achievement from the chair of governors

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APPENDIX E: Appropriate Levels of Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour. This is not an exhaustive list and similar examples of behaviour not detailed here may also lead to similar sanctions.

Off-site behaviour: Our Expectations for behaviour when students are off-site are no different to those when in school. Sanctions will be applied where a student has misbehaved off-site when representing the school, such as on a school trip, Physical Education lessons or on the way to or from school.

Level 1 Behaviours	Level 2 Behaviours	Level 3 Behaviours	Level 4 Behaviours
Out of Seat Incorrect Uniform Disturbing Others Unnecessary Noise Shouting Refusal to Work Talking out of turn Insufficient work completed Inappropriate usage of electronic device*	Refusal to follow Request Walking Out of Class Throwing Object Repeat Non-Compliance Persistent Level 1 behaviours Persistent inappropriate usage of electronic device*	Damage to Property Abuse/Aggression towards Peer** Abuse/Aggression towards Staff** Physical Aggression to Peer Physical Aggression to Staff Truancy Theft Compromise the health & safety of themselves and others Persistent Level 2 behaviours	Possession of Drugs Use of Drugs/Illegal Substances Possession of Weapons Use of Weapons (including the use of an object as a weapons) Endanger the health and safety of themselves and others
Appropriate Level 1 Consequences	Appropriate Level 2 Consequences	Appropriate Level 3 Consequences	Appropriate Level 4 Consequences
Moved in Class Verbal Reprimand Catch Up Note in Planner Discussion with student Break Detention (Teacher) Lunchtime Detention (Teacher) After School Detention (Teacher) No further action required Confiscation of electronic device with return to student	Relocated within Department Contact Parent/Carer Referred to Tutor / HoY Referred to HoD Community Service Within School Lunch Detention (Dept) After School Detention (Dept) Break Detention (HoY) Lunchtime Detention (HoY) After School Detention (HoY) Student placed in LSU Confiscation of electronic device with return to parent Student barred from bringing any electronic device onto school site No further action required Fixed Term Exclusion	Sent for SLT Statement of incident taken from student Contact Parent/ Carer Parent/Carer Meeting Student placed in LSU Referred to SLT Fixed Period Exclusion Permanent Exclusion Reintegration Interview Referred to Outside Agency Referred to Governors No further action required	Permanent Exclusion

* The school reserves the right to review all electronic devices, including content, brought onto the premises by students if there is a suspicion of inappropriate usage

** Abuse/aggression towards peer or staff includes verbal and through social media or electronic devices

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APPENDIX F: Role of the Form tutor

1	AWARENESS: To be aware of the emotional, academic, behavioural and physical needs of the students in their care through:	<ul style="list-style-type: none"> • Establishing and maintaining positive relationship with all students • Talking to and observing students to gauge their well-being and, based on relevant systems, taking appropriate action where necessary • Guiding, coaching and supporting students on how to address situations they may find challenging • Checking SIMS on a daily basis for positive and negative referrals • Log Safeguarding concerns on 'Safeguard' and verbally report to Safeguard Leads.
2	ACADEMIC PROGRESS: To ensure every student realises or exceeds their potential through:	<ul style="list-style-type: none"> • Using data from the assessment cycles and the student self-reviews to praise success and provide support to improve attitude to learning • Using data to identify underperformance and work closely with HoY to implement an agreed student improvement plan. • Liaising with subject teachers, including responding appropriately to information collected from internal reports, to ensure student success.
3	ACCESS: To ensure effective communication is maintained between school, staff, students and home through:	<ul style="list-style-type: none"> • Being the initial point of contact for parents / carers • Managing home school relationships, particularly where there may be sensitive issues. • Informing parents/carers about lates, absences and other concerns and sharing issues with relevant staff e.g. HoYs/Heads of School. • Checking and signing diaries weekly, leaving notes for parents if not signed. • Being the link for their form group between the rest of the school including: subject teachers, Head of Year, Heads of Department and Senior Team. • Being the regular link between home and school, primarily through monitoring and signing the diaries. • Promoting and attending parents' evenings, Learning Review day and Tutor Evenings. • Conducting review meetings with parents/carers where students concerns arise.
4	ATTITUDE: To ensure students are equipped for learning through:	<ul style="list-style-type: none"> • Monitoring school uniform daily, praising good appearance and challenging non-uniform. • Checking equipment for learning (pen, pencil, ruler, diary etc.) weekly. Liaising with parent/carers for persistent issues. • Reinforcing with students: 'Right time, right place, right attitude' and 'Meet and greet'. • Monitoring, coaching and challenging all students in their form group who are on the 'Level 1 Green Report' using the agreed structure.

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5	ATTENDANCE: To promote outstanding attendance and punctuality through;	<ul style="list-style-type: none">• The accurate completion of registers• Collecting of absence notes and following up unauthorised absences, including engaging students with discussions regarding their absence• Ensuring all messages to students are read/delivered promptly• Taking dinner numbers and sending them to the office.• Communicating to the Head of Year emerging patterns of poor attendance/punctuality.
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APPENDIX G: Head of Year Role

Academic Performance	
<p>Aim:</p> <ul style="list-style-type: none"> • Every student to achieve outstanding academic results. • Every student to make the desired literacy progress (See Literacy Plan) • No disparity between student groups in the school. 	<p>Data</p> <p>HOY to check grades each cycle []</p> <p>HOY to rank top and worst performing students []</p> <p>HOY to issue out ATL reports/ Round Robins if further information is needed about poor performance []</p>
<p>Key Information:</p> <ul style="list-style-type: none"> • Annual strategic analysis. • 6/12 Week cycle analysis • Reading age tests • CAT data 	<p>HOY to contact parents RE poor performance []</p> <p>HOY to liaise with SENCO RE poor literacy []</p> <p>Check data on HOY Tracking Spreadsheets []</p>
<p>HOY responsibility:</p> <p>Working within the Key Stage leadership structure:</p> <p><i>Developing a culture of high Academic Performance</i></p> <ul style="list-style-type: none"> • To take a leading role in promoting the aspiration of high academic performance with all students at all times. • To develop behaviours in students and staff that promotes outstanding academic performance amongst all students. • To lead in the organising of events, such as the Year Team Meetings, Parents Evening, LRD and LOTB • To use assemblies/Tutor time to develop student aspirations and expectations. <p><i>Operation management of the Academic Performance – Ensuring every student succeeds</i></p> <ul style="list-style-type: none"> • To review the 6/12 week cycle performance information, identifying areas where the performance is less than expected. • To take appropriate action to challenge underperformance at year group, student group or individual student levels. • To respond to department/teacher requests for support in ensuring Controlled Assessments are completed. • To ensure examination routines are well organised, including ensuring 100% attendance to every exam. 	<p>Culture</p> <p>Share % pass rates / >Level 6 in assemblies []</p> <p>Walk round classes when possible []</p> <p>Speak to students about issues in lessons []</p> <p>Liaise with G&T Co-ordinator about improving performance []</p> <p>Meetings</p> <p>Chair and minute Year Team meetings []</p> <p>Share minutes among team and Line manager []</p> <p>Parent Evenings</p> <p>Arrange setup of chairs, table, food []</p> <p>Arrange helpers []</p> <p>Send out letters []</p> <p>Arrange for flowers, prospectus, sashes and table clothes []</p> <p>Ensure report cards are accurate []</p> <p>Disseminate information to all staff []</p> <p>Report attendance []</p> <p>Pre-contact pupils likely to skip []</p> <p>Contact non-attendees []</p> <p>Ensure any ATL reports / Round robin information available []</p> <p>LOTB</p>

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	<p>Risk assessment completed []</p> <p>Arrange TFL travel at least 2 weeks in advance []</p> <p>Ensure FSM pupils are catered for []</p> <p>Letters to parents []</p> <p>Ensure accurate pupil numbers []</p> <p>Pupil emergency contact sheet and medical info to hand []</p> <p>LRD</p> <p>Ensure rooms and staff are setup []</p> <p>Ensure enough target sheets / reports cards are available []</p> <p>Take attendance []</p> <p>Report home any missing attendance</p> <p>Tutor</p> <p>Ensure form groups have a spread of pupils []</p> <p>Form tutors understand their role []</p> <p>Ensure reading takes place []</p> <p>Ensure Clipbank / Other media is used []</p> <p>Tutor checks and shares sleuth</p> <p>Exams</p> <p>Ensure pupils know when exams are []</p> <p>Ensure pupils know when revision is []</p> <p>Uniform checked []</p> <p>Contact non-attendees []</p>
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Attitude to Learning	
<p>Aim:</p> <ul style="list-style-type: none"> To ensure the environment best suited to learning exists in the school. To ensure every student develops the learning behaviours required to be successful in school and beyond. For every student to feel safe. 	<p>Environment</p> <p>Displays are updated []</p> <p>Good practice shared in assemblies []</p> <p>Professional conduct with pupils and parents []</p> <p>Uniform enforcement []</p>
<p>Key Information:</p> <ul style="list-style-type: none"> 6 week cycle data SLUETH 	<p>Data</p> <p>Check ATL each cycle []</p>

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HOY responsibility:

Developing an effective Learning Environment

- To role model behaviours that mirror the schools values.
- To promote and develop learning behaviours in all students.
- To use the Year tutor team to ensure students are ready to learn at the start of every day.
- Developing positive learning relationships with all students.
- To ensure all students are aware of the schools expectations (including uniform), challenge behaviours that do not meet these standards.
- To meet and greet and see offsite students under the direction of the HOS.

Operation management of the Learning environment – Developing student ‘Attitude to Learning’

- To review and evaluate the 6/12 week reporting cycle identifying trends and concerns across the year group wide, with specific student groups and individual students.
- To identify, manage and develop students who are performing below expected levels with regards attitude to learning through the school reporting structure and, where agreed with HOS, an individual B.I.P. (This should include book/work checks)
- Where appropriate, to liaise with relevant school and out of school agencies to ensure every student receives the required support to succeed (Academic and Attitude to Learning)

Operation management of the Learning environment – responding to immediate issues and

- To review SLEUTH daily to identify concerns raised by staff and support a resolution of any issues.
- To manage/investigate incidents involving students in the school in line with the schools behaviour policy (referring to appropriate Deputy Headteacher/HOS when required), taking appropriate actions when required.
- To take a lead role in managing any incidents of Racism and Bullying, recording appropriate actions taken and informing the HOS.
- To prepare exclusion information ready for review by Senior leaders and subsequently Governors if required.

Identify pupils of concern []

Action behaviour strategy for these pupils []

Record and action taken with pupil []

Monitor any action []

Express result of action []

Evaluate and modify action as needed []

Seek support from SLT if needed []

Check sleuth and update []

Update SLT with overview of cycle []

Ensure bullying actions are logged []

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Attendance and Punctuality	
Aim: <ul style="list-style-type: none"> School attendance to be at or above the set target of 95% 	Data Check attendance and punctuality each week [] Contact parents RE poor attendance / punctuality [] Liaise with EWO each month [] Certificate with 100% attendance [] Certificate with 100% punctuality [] Share concerns with Year team [] Action attendance policy RE poor attendance []
Key Information: <ul style="list-style-type: none"> 6/12 Week cycle data Punctuality tracking document 	
HOY responsibility: Attendance <ul style="list-style-type: none"> To promote outstanding attendance for all students. To oversee the management of the year groups attendance, identifying issues and trends at Year group, group and individual student levels. To take appropriate action, including meeting and interviewing students/parents, to improve attendance where there is a concern. To ensure all parents receive (6 weekly at KS4 and 12 weekly at KS3) information on their child's attendance. To meet with the HOS/EWO to review attendance information and issues Punctuality <ul style="list-style-type: none"> To promote outstanding punctuality for all students. As part of the Year team, manage the daily punctuality package (including names at the door and detentions). To challenge poor punctuality to lessons, managing persistent lateness. 	

Access to School	
Aim: <ul style="list-style-type: none"> All parents to feel fully informed of their sons life at school To convey information about the operations and values of the school 	Student Contact Ensure that names, address, contact numbers available for all pupils [] Gather contact sheets at parents evening []
Key Information:	
HOY responsibility: <ul style="list-style-type: none"> Newsletter information Organisation of Parents Evenings Organisation of Learning review days Organisation of Tutor Evenings 	Opinions Create newsletter entries [] Send out parental questionnaires (twice a year) [] Send out student questionnaire (once a term) [] Ensure diaries are being checked []

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<ul style="list-style-type: none"> • Management of Parental questionnaires (twice a year) • Termly student questionnaire • Management of Student diaries (through tutors) • Leadership of assemblies that promote the schools values. • Respond within 1 day to parental enquiries. 	
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<p>Awareness of student needs</p>	<p>Data</p>
<p>Aim:</p> <ul style="list-style-type: none"> • Every student's individual needs are met to ensure outstanding learning in the classroom. • No disparity of performance between student groups in the school. 	<p>Have up to date counts for all SEN/GT/EAL/FSM pupils []</p> <p>Be aware of SA, SAP, needs []</p> <p>Have up to date records of CP students []</p> <p>Have up to date records of vulnerable students []</p> <p>Log any action taken in regards to a SEN/EAL/GT/CP/Vulnerable pupils []</p> <p>Measure impact of actions []</p> <p>Use tracking system to monitor students with needs []</p> <p>Liaise with GT co-ordinator to improve GT attainment []</p>
<p>Key Information:</p>	<p>Pupil</p> <p>Ensure mix of form groups of ability and behaviours []</p> <p>Hold year team meetings []</p> <p>Have a system that to ensure student voice with year group []</p> <p>Forward minutes of year meetings to line manager []</p> <p>Plan LOTB days with SLT backing []</p>
<p>HOY responsibility:</p> <ul style="list-style-type: none"> • To be aware of all student SEN/G&T/EAL needs, taking appropriate action to meet these needs. • To be aware of issues regarding CP/Vulnerable students and monitor through cycle information, attendance, punctuality, academic performance and behaviours. • Configure form groups to promote cohesion and raise attainment. • Promote student voices through surveys and Year Council Meetings (two per cycle). Minutes forwarded to HOS for School Council. • Promote enrichment and wider opportunities to learn for all students through organisation of LOTB, activities days and other trips 	

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APPENDIX H: Recording and Monitoring Bullying and Prejudiced Behaviour

Bullying / Prejudiced behaviours	Actions	Monitoring
<p>Bullying Homophobic Bullying Electronic Bullying Physical Bullying Verbal Bullying Racism Bullying related to SEN or disabilities Bullying re appearance or health conditions Bullying related to sexual orientation Bullying related to gender preference Racist Remarks Sexist Remarks Homophobic Remarks</p>	<p>Teacher has to enter details of the incident (Including details of victim and bully) on SIMS as stated in the staff guide to recording level 2, 3, bullying and prejudiced behaviours and refer for follow up to the HoY. Please note that when recording comments, it is imperative that you record details in a professional manner as it is likely that these details will / could be used as evidence and seen by parents / carers governors etc.</p> <p>It is compulsory for the school to report all incidents of bullying / prejudiced behaviour to the local authority and, therefore, accurate records of the incident, the investigation and outcomes for both the perpetrator/s and victim/s must be recorded in SIMS.</p> <p>HoY to organise restorative justice/Peer mediation. Bully may have exclusion/isolation/reduced timetable. HoY must update the incident in SIMS, recording all the actions they have taken to the conclusion of the incident as stated in the staff guide to responding to follow up referrals in SIMS. HoY must record 'no further action taken' as their final action to conclude the incident.</p> <p>If the incident is referred on to SLT. The member of SLT must update actions taken to the conclusion of the incident as stated in the staff guide to responding to follow up referrals in SIMS. SLT must record 'no further action taken' as their final action to conclude the incident.</p>	<p>Monitoring</p> <p>HoY Checks SIMS daily for Bullying and Prejudiced incidents and assists SLT in gathering information/contacting parents and formulating actions.</p> <p>SLT / HoS Monitors bullying and prejudiced behaviour's reported, on a weekly basis with HOY to ensure the successful follow-up and conclusion. All incidents and outcomes are recorded in the schools Bullying and Prejudiced behaviour register.</p>

APPENDIX I: Key Contacts to Support Students

Useful Contact Information	
Childline Offers free confidential help with bullying	0800 1111 www.childline.org.uk
NSPCC Provides a national 24-hour helpline	0808 800 5000 www.nspcc.org.uk
Samaritans Provides a helpline	08457 90 90 90 jo@samaritans.org.uk
Kidscape Provide advice on dealing with bullying	08451 2058 204 www.kidscape.org.uk
Kooth Free, safe and anonymous wellbeing support	Kooth.com

APPENDIX J: Student Support Framework (SSF)

The Student Support Framework should be used as a guide by Tutors, HOY, HOS and other relevant school leaders to identify possible support actions for students. The SSF should not be used as a checklist of activities but as a reference tool when assess student needs, especially those who are on or in danger of reaching Red report/Individual Support Plan level.

Decision Level	Academic Support	Attitude to learning, behaviour, attendance & punctuality support	Awareness – Specific student support
HoY	<ul style="list-style-type: none"> • Green/Amber Report • Subject Report • Student lesson drop-in • Student Self Review • Book/Work Check (Daily/Weekly) • Subject academic action plan • General academic support action plan • Parent/Carer meeting • Weekly Parent/Carer update (Face-to-face phone call) • Homework club • Catch up action plan • Arrange for movement of assigned class seat • Targeted tutor meeting 	<ul style="list-style-type: none"> • Green/Amber Report • Daily Report • Tutor support actions • Student Self Review • HOY mentoring • Book Checking • Parent/Carer Meeting • Weekly Parent/Carer update (Face-to-face phone call) • Appropriate detention • Arrange for movement of assigned class seat • Targeted Tutor meeting • Daily Attendance and Punctuality checking 	<ul style="list-style-type: none"> • Daily Attendance/Punctuality Check • Daily Tutor check • Daily HOY check
HoS / SLT	<ul style="list-style-type: none"> • Red Report • ISP • Career guidance support meeting • SLT student lesson drop in • Meeting with Principal 	<ul style="list-style-type: none"> • Red Report (including removal of breaks and lunchtime as well as late finish) • ISP • LSU • Career guidance support meeting • Change of tutor group • SLT lesson drop in • School Attendance support • EWO 	<ul style="list-style-type: none"> • Assignment of internal mentor (If not tutor) • Home Visit • CP Meeting • MASH referral • CAMHS referral
SENCO	<ul style="list-style-type: none"> • Targeted Literacy Support • Targeted Numeracy Support • 1:1 support • Self-Organisational support 	<ul style="list-style-type: none"> • Counselling • Education Psychologist Referral • Speech and Language Referral • Social Skills Group 	<ul style="list-style-type: none"> • Communication Skills Group • ‘Self’ Management support • Pupil Passport

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APPENDIX K: Individual Support Plan

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An Individual Support Plan (ISP) is a structured and co-ordinated 6-week school intervention, designed to support students at risk of permanent exclusion. Its purpose is to support students to **avoid exclusion** (as per School's Behaviour policy).

The purpose of the ISP is:

- to engage named student in learning
- to build positive relationships with peers and school staff
- to work together with student's family and with any key professionals involved in the ISP, so that the student can work toward their agreed goals for learning and relationships

Student's name:		Year Group:		DoB:		Gender: M	
Key professional name (and role): Ms Renske Meiring: Vice Principal		Staff involved (and role):		Other agencies involved:		Parent/ Carer:	
SEN status, main need, band, and funding level:				Medical needs:			
FSM	EHCP	CIN	CP	LAC	ESOL	Attendance	Punctuality

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Plan start date:

Planned review dates:

WHAT WILL PROGRESS AND ACHIEVEMENT LOOK LIKE?

A summary of agreed ISP targets, including expectations for learning and relationships		Target date
Target 1		
Target 2		
Target 3		
Target 4		
Target 5		

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Further information about impact of previous actions and interventions	
Intervention	Dates
Description of impact	
Intervention	Dates
Description of impact	
Intervention	Dates
Description of impact	

Academic performance:

Key: Less than expected progress: **LEP** Expected progress: **EP** Accelerated progress: **AP**

(Insert student's latest academic report)

LEARNING PROFILE KS4 Examination Subjects

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Please provide an assessment of the following safety factors:

<p>Child strengths e.g. a positive attitude, capacity to plan, sociability, physical abilities, experience of success, etc.</p>	<p>Protective factors e.g. secure attachment within family, positive relationship with professional, engagement in community, etc.</p>
<p>Child vulnerability factors and needs e.g. social, emotional, mental health, low self-esteem, special education needs and disabilities, etc.</p>	<p>Safety & risk factors e.g. family conflict, socio-economic disadvantage, bullying, inconsistent or unclear family boundaries, etc.</p>
<p>Contextual Information Please explain in more detail the presenting safety factors and the impact on the child. Mention here if there are any presenting risks from parents toward professionals.</p>	

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Child and Parent views	
Is the child aware of their presenting issues? What are the views of the student and their parent?	
Celebrating achievement How will progress and achievement be celebrated?	
Date completed	

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APPENDIX L: Staff questionnaire

INDIVIDUAL SUPPORT PLAN STAFF QUESTIONNAIRE

NAME:	TUTOR GROUP:
SUBJECT:	SET:
SUBJECT TEACHER:	DATE:

Unless otherwise indicated 5 = very good and 0 = very poor

Please rate his/her behaviour this term

Very good/very poor
5 4 3 2 1

Please rate the behaviour of the class

Very good/very poor
5 4 3 2 1

PLEASE RATE STUDENT'S BEHAVIOUR

Positive to teacher	5 4 3 2 1	Negative to teacher
On task	5 4 3 2 1	Off task
Self-contained	5 4 3 2 1	Attention seeking
Appropriate behaviour	5 4 3 2 1	Inappropriate behaviour
Positive to peers	5 4 3 2 1	Negative to peers
In place	5 4 3 2 1	Out of place
Appropriately equipped	5 4 3 2 1	Inappropriately equipped
Work up to date	5 4 3 2 1	Work behind deadlines
Ability to follow instructions	5 4 3 2 1	Ignores instructions
Putting up hand	5 4 3 2 1	Calling out
Answering appropriately	5 4 3 2 1	Answering back
Homework always done	5 4 3 2 1	No homework
Calm when others behave badly	5 4 3 2 1	Reacts badly to behaviour of others

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Things this student does well:

What specific behaviours shown by this student regularly cause concern?

Other comments you may wish to make (including test/ assessment results):

Please return this sheet to _____ by _____