



Nailsea School
& Sixth Form

Nailsea School

Behaviour and Rewards Policy

(Including Anti-bullying)

Approval Date: July 2026

Review Date: July 2027

Headteacher Mrs D. Elliott



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1. Introduction:

All students are entitled to every possible opportunity to learn during their time at the School. It is the right of every student to learn without hindrance from other students, and the responsibility of every student to co-operate with staff and fellow students to ensure the best conditions for learning exist. The School will strive to maintain an atmosphere in which all staff and students can work to the best of their ability and have a positive experience. The aim of the School is to be a positive and inclusive environment for all.

2. Aims

- 2.1 To support student's development into successful learners who set no limits on what they can achieve
- 2.2 To provide a well-disciplined working environment in which students can learn
- 2.3 To achieve the highest possible standards of behaviour in the School
- 2.4 To promote self-discipline and respect for others among the students

3. Objectives

- 3.1 To provide a safe and happy environment for students and staff
- 3.2 To establish clear systems and procedures for dealing with student behaviour
- 3.3 To make clear to staff the lines of referral and responsibilities in relation to student behaviour
- 3.4 To enable all staff to consistently and fairly apply the School's disciplinary procedures
- 3.5 To enable all staff to consistently reward students for their good behaviour
- 3.6 To make clear to students the high expectations of their behaviour and the difference between 'right' and 'wrong'
- 3.7 To ensure good behaviour is recognised and celebrated
- 3.8 To work collaboratively with parents and all stakeholders to ensure positive behaviour

4. Responsibilities

- 4.1 The behaviour of students at the School is the responsibility of everyone; all staff should challenge students who they see contravening School rules. Students also have a responsibility to alert staff to inappropriate behaviour.
- 4.2 The behaviour of students in class is first and foremost the responsibility of the classroom teacher. Persistent poor behaviour should be referred to the Subject/Faculty Leader or Head of House in



partnership with the Behaviour for Learning Procedures. They should take appropriate steps to remedy the problem, including administering an appropriate sanction. Parents should be informed of any behaviour which gives cause for concern.

4.3 In most cases the school operates an incremental system of sanctions, based on applying an appropriate and consistent response to poor behaviour. We always condemn the behaviour and not the person. These range from:

- Redirection (verbal warning)
- Reminder (behaviour noticed and individual student spoken with)
- Reshape (where appropriate SEN adjustment/high tariff student – see appendix 4)
- Refocus (detention on the day)
- Remove (referral to internal reflection)
- Restore (conversation held with student about next steps)
- Suspension
- Permanent exclusion

Stepped Sanctions

1. Redirection – whole class redirection
-1-1 (non verbal/eye level)

2. Reminder – 1-1 private conversation

3. Reshape – Additional opportunity for
SEND/High tariff students

3/4. Refocus – Warning for removal

4/5. Remove – Removed to Internal Reflection
Room

5/6. Restore – Restorative conversation

Students who continue to demonstrate poor behaviour that impacts their learning and on the learning of others, or that is not consistent with maintaining respect, good order and discipline may be placed on the appropriate stage of the disciplinary stage (see Appendix 1).



For Reasonable Adjustments see Appendix 4.

- 4.4 In cases of extreme or persistent negative behaviour the Head of House or senior member of staff may be involved. If assistance is needed, members of staff may activate the 'on call' system and the 'on call' member will attend.

5. Code of Conduct

The school Code of Conduct for students is as follows (appendix 2):

We expect you to:

3 R's

- Be 'Ready'
- Be 'Respectful'
- Be 'Responsible'

Ready – prepared to learn (on time, correct equipment, correct uniform, starting quickly)

Respectful – how students treat each other (listening, kind, polite, following instructions)

Responsible – ownership of learning (on task, completing work, no distractions)

Student Expectations		
	READY	Students are expected to demonstrate their readiness to learn through their punctuality, appearance and equipment
	RESPECTFUL	Students are expected to act and speak in a kind and respectful manner, upholding our strong community values
	RESPONSIBLE	Students are expected to act in a manner that supports their learning and that of others at all times

We will:

- Treat you fairly and with respect
- Teach you well
- Give you praise and encouragement
- Help to make you feel safe
- Give you support when needed
- Provide a clean, safe and tidy environment



Around School:

- We are mobile phone free
- Keep to the left in corridors
- Move directly to your next lesson in an orderly way and behave sensibly
- Eat and drink in designated areas only
- Fill your water bottles only at break and lunchtimes
- Retrieve your belongings from lockers only at break and lunchtime in readiness for lessons
- Stay away from out of bounds areas

These messages will be reinforced and signposted to students through our House Charter in assemblies and around school site.

House Charter (Appendix 3):

- Ready: I always look smart and I am ready to learn (correct uniform, no chewing gum, no swinging on chairs, no mobile phones, headphones etc)
- Ready: I always have the correct equipment for lessons (pen, pencil, ruler, calculator)
- Respectful: I am here to learn: I do as I am asked, the first time I am asked
- Respectful: I use appropriate language, I do not shout and I am polite, saying 'please' and 'thank you' when I know I should. I keep inappropriate comments to myself
- Respectful: I respect other people and consider the effect of my actions on those around me, including my use of social media
- Responsible: I am always in the right place, at the right time, doing the right thing
- Responsible: I am a resilient learner – I always try my hardest and learn to the best of my ability
- Responsible: I take pride in my work, including presentation
- Responsible: I am responsible for my learning and complete my homework on time. I do not disturb or distract others when they are learning

6. Mobile Phone Free School

- 6.1 Nailsea School is a mobile free zone as part of our safeguarding and participation agenda. Students are able to have phones in their bags, switched off, and use them once they have left the school building at the end of the school day. Our tag line is 'Off and away for the whole school day, don't just lock it and stick it in your pocket'.
- 6.2 Where a student is seen using a mobile phone after the first school bell (8.25am) until out of the classroom at end of school bell (3pm), the mobile phone will be removed and placed in a secure



lockbox. The student can collect this at the end of the day. If there is repeated use of mobile phone, the parent/carer will be contacted to collect the phone.

- 6.3 If a student needs to use a telephone during the school day to contact a parent/carer, a telephone will always be available in the Main Reception or their Head of House Office. Urgent messages from parents/carers for their child can also be left at Reception.
- 6.4 Sixth Form students may use their mobile phones in the Sixth Form area only. Those seen using their mobile phone outside of this area will be asked to put it away. This will be logged electronically, and repeat offenders will be placed on a Sixth Form behaviour stage.

7. Lessons

Teachers are expected to:

- Be punctual in arriving and beginning lessons.
- Implement clear routines as set out in the teaching framework for the conduct of lessons and maintain an orderly atmosphere in which all students feel safe and able to learn.
- Teach lessons which challenge, interest and stimulate all students, set targets for each student which are realistic and achievable.
- Apply rewards and sanctions in accordance with School policy.
- Maintain high expectations and standards in all their teaching.

Students are expected to:

- Attend all lessons and arrive on time - Ready
- Bring the correct equipment - Ready
- Line up outside the classroom - Ready
- Remove coats and bags and take out equipment - Ready
- Sit where told to do so by the teacher - Ready
- Remain seated unless they have permission to get up - Ready
- Ask and answer questions - Responsible
- Follow instructions given by staff - Respectful
- Speak politely at all times - Respectful
- Adhere to the mobile phone agreement - Responsible
- Work hard and do their best - Responsible

See Appendix 2 – Lesson routines



8. Our School Values

Nailsea is a school at the heart of the community.

At Nailsea we have an achievement focused culture where there is no ceiling on what our students can accomplish. We will never compromise on excellence so that all students thrive and achieve their absolute best.

Through high quality teaching, strong pastoral systems and a focus on personal and social development we seek to prepare each unique student for the bright and optimistic future they have ahead of them. When we aspire and believe together, our community succeeds.

Our core values underpin students' experience at Nailsea School. Our five core values are:

- Ambition
- Respect
- Kindness
- Pride
- Community

See more here: www.nailseaschool.com/about-us/vision-values/

9. Between Lessons

Students are expected to behave in a sensible manner. Staff have a responsibility to ensure orderly conduct. Movement along corridors, keeping to the left on stairs and corridors, entry to and exit from classrooms, should be orderly and have regard to the Health and Safety regulations including not running.

Classroom Entry Routines

Teachers will:

- welcome students at the threshold of the door and the corridor
- have planned a 'Do Now' task for students to complete
- check uniform expectations on arrival

Students will:

- enter the room straight away
- go straight to their seats and take equipment out of bags
- remove all outerwear and begin the 'Do Now' task

Classroom Exit Routines

Teachers will:

- dismiss students from the door (at the correct time), helping to monitor the corridor



- only dismiss once class is silent and ready, row by row
- check uniform expectations on exit

Students will:

- ensure all equipment is packed away and the room is tidy
- stand quietly behind their seats to be dismissed
- enter the corridor calmly, keeping to the left and walking purposefully to the next lesson

10. Off Site

While travelling to and from the School (using school, public or own transport, or walking) students should recognise that they are representing the School and the community and that orderly, cooperative behaviour is expected at all times.

The highest standards of behaviour are also expected from all students participating in visits and activities arranged by the School during and outside hours. Although all such trips will be supervised by staff, students may be given considerable freedom at times when they will be expected to take responsibility for their own behaviour; any abuse of this will be viewed extremely seriously.

All students are required to remain on the School site at morning break and lunchtime unless specifically permitted to be off site; during these times students may use school facilities only in the manner and at the times stipulated by the supervising staff.

If a student is in School uniform off site they are still representing the School and therefore the School has the right to discipline for any poor behaviour that may take place off site or/and out of school hours. This includes when a student is in some other way clearly identifiable as a student at the school.

11. Bullying including all Forms of Harassment

The School is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. We are a TELLING SCHOOL. Bullying or child on child abuse of any kind is unacceptable at our School. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

The School safeguards the welfare of students whilst in the School, through positive measures to address bullying, especially where this is by any aggravating factors.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding personal possessions, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist/Fascist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments, including upskirting
- Homophobic - because of, or focusing on the issue of sexuality



- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of the Internet, such as email and Internet chat room misuse, social media. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

The school actively promotes our school vision and values and upholds the behaviour policy. Where this is not seen to be adhered to by students, including bullying, there will be action. We encourage both victims and upstanders to report incidents where our vision and values have not been adhered to. There is no place for bystanders in our school community.

Students are reminded: if you or anyone you know witness bullying or unkindness, it is important you report it so that we can sort it – be an upstander, and not a bystander.

The School will prevent bullying through:

- Teaching – Within the curriculum and ABSolute curriculum we will encourage students to talk openly about bullying, promote tolerance and sensitivity; to recognise its many forms, to realise its consequences, to encourage incidents to be reported and to discuss ways of handling bullies.
- Safety – The School has high expectations of good behaviour both in and out of lessons.
- Vigilance – All staff will be vigilant for signs of bullying in lessons and around school.
- Telling – We will actively encourage young people to report bullying incidents by telling a member of staff.
- Action – We will give bullying incidents a high priority in being seen to follow up and to take action.

The constant vigilance of all staff is essential in providing a secure environment. Staff will watch carefully for early signs: name-calling, taking of property and acting promptly before it develops into something more serious.

When approached by a student who has been bullied, staff will respond positively and effectively by:-

- Listening to what is reported without delay, interviewing all those concerned to establish what has happened
- Reassure the victim that the matter is being dealt with
- Keep a record of what has been said and inform the tutor
- In all cases, the bully will be sanctioned appropriately and the victim provided with support
- If the bullying persists the Tutor should advise the appropriate teachers
- More serious or persistent cases should be referred directly to the Head of House. A safeguarding concern will be recorded
- In extreme cases the Senior Leadership Team (SLT) should be informed and may become involved. This may result in being placed in Internal Reflection (IR), suspension or being placed on the behaviour stages
- In all cases parents will be informed
- After the incident has been investigated and dealt with monitoring should take place to ensure that



repeat bullying does not occur

12. Smoking/Vaping and Alcohol Consumption

Smoking/Vaping and drinking alcohol on or near the School site, or whilst participating in any activity arranged by the School, is forbidden. The school's ABSolute programme will explore issues relating to smoking/vaping and alcohol with students.

Students found smoking/vaping or drinking, or in the company of smokers or drinking alcohol on or near the School site, may be issued with a serious sanction.

If we have concerns or have been given any information that suggest that a student may have possession of any paraphernalia, we will search a student's belongings and may inform the police where necessary.

13. Illegal Drugs

The Trust has a Drugs Policy outlining the steps that will be taken when dealing with drug-related incidents. The supply of illegal drugs will result in permanent exclusion. Possession or misuse may result in permanent exclusion.

More Info Here: [Wessex Learning Trust](#)

14. Rewards

It is important that we recognise the achievements of all students and celebrate their success. Rewarding students is important in encouraging a positive ethos within the School and in motivating students in their learning. Rewards can be gained for achievement +/- or progress in academic work, demonstrating school values, extra-curricular activities, House competitions, services to the community and good attendance. A range of rewards operates within the school (see Rewards for all, Appendix 5):

- Verbal Praise
- Communication home
- House Points - are recorded electronically and accumulate towards a series of awards and events. These are acknowledged in assemblies, newsletters and at reward events
- Praise Postcards
- Golden Tickets
- Stars in the newsletter
- Headteacher Commendation
- Invitation to reward events

15. Attendance

Good attendance is expected from all our students. Attendance is expected to be 95% or higher. Students are expected to be punctual to school and all lessons. If a student is consistently late for lessons, the student



will be placed on a punctuality report card by the tutor. If this problem persists, the Assistant Head of House/Head of House may become involved. Lateness to school with no valid reason will result in a late detention on the day at break time with the pastoral team. Poor attendance may result in being placed on the disciplinary scale (please see attendance policy).

16. Sanctions

The Behaviour for Learning Procedures clearly strives to sanction students quickly, calmly & at minimal disruption to other students learning. These courses of action must be appropriate to the behaviour, be applied calmly and be explained to the student(s) at the time. These may include but are not limited to:

- Redirection and Reminder
- Loss of Time as part of Refocus: Students may be detained by staff at morning break or lunchtime or after school (up to 20 minutes)
- Restore meeting
- Detention: The School operates daily Refocus detentions. Parents are not required to be notified about detentions as they are 20 minutes long. Late detentions are also issued on a daily basis for lateness to School.
- Report: monitoring persistent misbehaviour, punctuality, a serious incident or truancy.
- Remove from lessons: on occasions it may be appropriate for a student to be removed from lessons and be in the Internal Reflection (IR) room. This is an opportunity for the students to reflect and do restorative work with the students and staff member to take place as a follow-up.
- On Call: In a situation where a student has been unable to correct behaviour and make the right choice, 'On call' may be activated. On Call may result in a student spending time in IR.

Our Behaviour Stages (see Appendix 1) states supportive interventions and sanctions placed in line with the number of behaviour points a student may acquire or incidents.

17. Additional Strategies to Improve and ensure Good Behaviour

Internal Reflection (IR)

Internal Reflection exists to provide those students who are removed from normal lessons as a result of misbehaviour +/- or infringement of school rules. IR provides an important part in giving students support, reflective time and support re-integration back into lessons to prevent further concerns.

Students may be placed in IR for the following reasons. These are linked to the 3 R's of Ready, Respectful, Responsible:

- Serious or persistent disruption to the learning of others
- Refusal to obey reasonable instructions given by a member of staff
- Major or persistent flouting of uniform requirements
- Serious incident of bullying or harassment
- Serious misbehaviour
- Prolonged or repeated truancy



- Awaiting exclusion from school
- Reintegration following an exclusion
- Smoking or alcohol related incidents

Only members of SLT, HOH or 'on call' can place a child in Internal Reflection. Students who attend IR are set work in line with the current class coverage and are required to remain within IR for the specified time. Parents are informed if their child has been placed in IR by the classroom teacher.

18. Exclusion

To allow effective teaching and learning to take place, as a last resort, there may be circumstances whereby an exclusion will follow, this may be:

- In response to significant breaches of the School's Behaviour and Rewards Policy If allowing the student to remain in the School would seriously harm the education or welfare of the student or others in the School.

18.1 Roles and Responsibilities

The decision to exclude a student from the School can and will be taken by the Headteacher or, in their absence, a senior member of staff to whom they have delegated the authority to exclude.

18.2 Deciding whether to exclude a student

The decision to exclude a student is a matter of judgement having taken into account the likely impact of the misconduct on the life of the School and the learning of others. This may include behaviour on the School premises or during School visits and residential activities that is in breach of the standards of behaviour expected by the School. Before reaching a decision to exclude either permanently or suspension for a set period, all relevant facts will be considered alongside any evidence as may be available to support the allegations made, taking into account the School's behaviour policy, code of conduct and Behaviour Learning Procedures. Student's behaviour outside the School will be dealt with in the same manner as behaviour inside the School where it is considered that there is a clear link between the inappropriate behaviour outside the School and maintaining good behaviour and discipline among the students as a whole. Poor student behaviour in the immediate vicinity of the School or on the journey to and from the School may also result in exclusion.

18.3 Permanent Exclusion

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a student for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying an illegal drug in line with the School Drugs Policy



- Carrying an offensive weapon
- Any severe form of bullying or harassment
- Any action resulting in a serious health and safety or safeguarding issue

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Social Services, Police or any other outside agency involved with the student.

18.4 Suspension

The Headteacher may suspend a student for up to 45 days in any one School year. Generally, suspensions will be for between one to five days. A serious incident can trigger a Stage 4 at the Headteacher's discretion.

18.5 Procedures following a Suspension

The parent/guardian/carer will be informed of the period of the suspension and the reasons for it. During this process the School will ensure that the parent/guardian/carer is informed of their duties during the suspension period. Where the suspension is for a period of between one and five days the School will set work. During the period of suspension, the School will consider strategies to address the student's barriers and identify any support that may be necessary to promote a successful reintegration. The parent/guardian/carer has the right to make representations about the suspension to the Discipline Committee of the School Trust. Should any parent/guardian/carer refuse to comply with the terms of the suspension, the School may notify the police if the School considers the student or any other person may be at risk as a result of a failure to meet the terms of the suspension.

18.6 Readmission

A readmission meeting with parents/guardians/carers will be held during or following the expiry of all suspensions. The student should normally attend all or part of the meeting. Upon return from suspensions an Education Support Plan may be discussed, agreed and signed by the student, parents/guardians/carers and the School. This will identify the issues leading to the suspension and outline a clear set of expectations for a smooth and successful reintegration. A range of additional strategies to support the reintegration process may be identified. Upon return from a suspension the student will be placed in IR for a period of time to ensure reintegration into lessons is successful. This time may vary from part of the day up to several days depending on the incident & support needed during reintegration.

18.7 Other considerations

The School will implement its behaviour and discipline policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation. The School will be sensitive to the needs of children in the care of the local authority when excludable incidents occur.

18.8 Alternatives to exclusion

The School is committed to using exclusion as a last resort. Alternatives will always be considered and may include:

- restore processes



- withdrawal to IR
- a managed move or off-site direction to another school

18.9 Procedures for review and appeal

The Governors will make provision for arrangements to review promptly all permanent exclusions and all suspensions totalling over 15 days in a School term. Where there are 5 or more but not more than 15 School days in one term a governor's disciplinary meeting may be held. The School can hold a Governors meeting before this time if there are concerns about a student.

19. Monitoring

Student behaviour is monitored in the following ways:

- Learning Card – this may be used to monitor behaviour +/- punctuality/attendance. Specific targets will be outlined on the card and monitored by the student's Tutor, Assistant Head of House and Head of House.
- Electronic Behaviour Log – following an incident requiring a disciplinary measure staff are required to record the incident on the student's electronic profile. Each behaviour incident has a set number of behaviour points that are linked so that a consistent, fair approach is taken for each incident.
- Round Robins- this is used by Assistant Head of House/Head of House/tutor/SENCO or Student Welfare and Inclusion team to carry out a check on the progress of individuals. Each person who teaches the student is asked to fill one in and comment on the student's attitude to work, effort, behaviour, homework and attainment in relation to potential.
- Education Support Plan (ESP) – are called Learning Plans on Provision Map and they are for all students on the SEN register or students who are high tariff. For those who are not on the SEN register but have noted needs are given a 'passport' so that teachers are aware. For high tariff students this is a school-based intervention to help individual students better manage their behaviour. It is used in particular for those whose behaviour is deteriorating rapidly. It should be set up automatically for a student who has several suspensions or who has been otherwise identified as being at risk of failure at school through disaffection. It will be drawn up and monitored by the Head of House in discussion with the student and their parents. Other agencies may be involved in the agreed support programme as appropriate. The ESP may also be completed in conjunction with an Early Help Assessment (EHA) which promotes a dialogue with all relevant parties to inform future strategies and next steps if appropriate.
- Provision Map – This is a central system which holds information about all students in the school and any provision or interventions they have had or are currently having. It holds Learning Plans, pupil passports, medical care plans, pastoral care plans. The system allows the School to review these plans amend/update and track provisions.

20. Record Keeping

It is important that records are as detailed as possible and include statements where appropriate. Student behavioural records are kept in the following ways:



- Incident/Conduct Log – incidences reported are kept as a log on a computerised system. Behaviour incidents have a set number of behaviour points that are linked so that a consistent, fair approach is taken for each incident.
- Main School Files – any reports or referrals on a student will be kept in their main school file.
- Confidential Safeguarding File – any information of a confidential or sensitive nature will be kept on an online system, Safeguard My school and/or in file in a Confidential File which is held in the Assistant Headteachers Office.
- Provision Map – any information regarding provision and interventions. It is important that records are as detailed as possible and include statements where appropriate.

21. Involving Parents/Carers/Guardians

An effective partnership between school and parents is essential to the maintenance of good behaviour and positive discipline. A Home School Agreement is issued on entry which outlines shared responsibilities. Parents will be invited into the School when the behaviour of their child gives cause for concern and will be involved in devising strategies to address this. The School also undertakes to inform parents where appropriate, by letter or telephone, of any concerns or disciplinary action. Staff should also aim to inform parents of their children's positive achievements.

22. Involving External Agencies

In circumstances where parents are unable to support their child and work proactively with the School a referral with regards to the student welfare may be made to external agencies through the Early Help Assessment process. In situations where the behaviour of a student continues to be a cause for concern a referral may be made to an external agency for advice and/or intervention. Referrals will be directed by the Assistant Headteacher in liaison with the SENCO and Head of House.

23. Monitoring and Evaluation

The implementation of this policy will be reflected in our working practice and therefore kept under review by the Senior Leadership Team. The policy will be reviewed on an annual basis by the Governors. This policy is written in accordance with the Wessex Learning Trust Behaviour Policy.



24. Policy Approval

Nailsea School

Name Mr D Graffagnino (Author)

Position Assistant Head – Behaviour & Wellbeing

Date 15/07/26

Signature

Local Partnership Board

Name Sue Renny

Position Chair of Local Partnership Board

Date 16/07/26

Signature



Disciplinary stages (Appendix 1)

Stage and points based	Level of involvement	Actions	Communication
Stage 0	Tutor level Faculty level	Contact home by Tutor or Faculty	
Stage 1: (40-60) behaviour points or serious incident	Tutor level AHOH level	Letter home from HOH	
Stage 2 (80-100) behaviour points or suspension or serious incident	HOH level	Education Support Plan (HOH meeting) Look at Nailsea inclusion stage for menu of support	Letter home from HOH
Stage 3 (130-150) behaviour points or serious incident or multiple suspensions	HOH level	Provisions review (HOH meeting) Look at Nailsea inclusion stage for menu of support	Letter home from HOH
Stage 4 (180-200) behaviour points and one-off serious incident	HOH level AHT level 1 Governor behaviour review meeting	Provisions review Look at Nailsea inclusion stage for menu of support	Letter home from Governor
Stage 5 (220+) behaviour points and one-off serious incident or persistent breaches of the school behaviour policy	HOH level AHT level WLT behaviour tribunal meeting (1 WLT representative)	Provisions review Look at Nailsea inclusion stage for menu of support	Letter home from WLT
PEX (One-off serious incident or persistent breaches of the school behaviour policy)	3 Governors and Headteacher to attend		Letter home from HT



Lesson Routines (Appendix 2):



Lesson Routines

Being ready, respectful and responsible will make a difference for everyone.

Lessons are **1 hour long**.
Students need to be on time as **'every second counts'**



If students are late they are marked with an 'L' mark (noting the minutes). This is monitored by their tutor and Head of House

Students sit in their designated seat and begin each lesson with a **'Do Now'** task.



This task helps recall important knowledge, so that students learn well over time.

Students will actively **participate in all tasks**, aiming high and asking for help when needed.



Taking pride in presentation demonstrates students are taking responsibility for their own learning.

Staff will have greeted students and will present new material in small steps, supporting them to become more confident over time.



Staff will identify a **"Golden Ticket"** winner during every lesson, as well as issuing other house points



Students will not be permitted to disrupt teaching or learning.



Staff will **redirect** and **remind** students about expectations as needed

Refocus detentions (same day) will be issued to students. Behaviour resulting in a removal from the classroom will mean the student spends time in IR (**Internal Reflection**).

Students and staff are expected to remain in class for the hour.

There may be some exceptions:
· accompanied breaks
· medical card



Students **will not** be permitted to leave the lesson to refill water bottles or for toilet breaks – please use your breaktime to do this.

Aspire | Believe | Succeed: Ambition, Community, Kindness, Pride, Respect.



House Charter (Appendix 3):

- Ready: I always look smart and I am ready to learn (correct uniform, no chewing gum, no swinging on chairs, no mobile phones, headphones etc)
- Ready: I always have the correct equipment for lessons (pen, pencil, ruler, calculator)
- Respectful: I am here to learn: I do as I am asked, the first time I am asked
- Respectful: I use appropriate language, I do not shout and I am polite, saying 'please' and 'thank you' when I know I should. I keep inappropriate comments to myself
- Respectful: I respect other people and consider the effect of my actions on those around me, including my use of social media
- Responsible: I am always in the right place, at the right time, doing the right thing
- Responsible: I am a resilient learner – I always try my hardest and learn to the best of my ability
- Responsible: I take pride in my work, including presentation
- Responsible: I am responsible for my learning and complete my homework on time. I do not disturb or distract others when they are learning



Reasonable Adjustments Policy (Appendix 4):

Introduction

- Schools have had a duty to provide reasonable adjustments for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 and from October 2010, under the Equality Act 2010. The duty is to take such steps as is reasonable, to avoid substantial disadvantage to a disabled person. The Equality Act 2010, states that a person has a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities.
- There are three elements to the reasonable adjustments duty outlined in the Equality Act 2010. These relate to:
 - Provisions, criteria and practices
 - Auxiliary aids and services
 - Physical features
- The duty in relation to provisions, criteria and practices covers the way in which a school operates on a day-to-day basis, including its decisions and actions.
- The duty in relation to the provision of auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled pupil.
- The duty in relation to the provision of physical features means the features of a building or premises.
- The Equality Act 2010 does not refine what is 'reasonable', which allows flexibility for different sets of circumstances. Therefore, what is reasonable in one set of circumstances, may not be reasonable in another.
- Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.
- Examples of some of the factors that are likely to be taken into account when considering what adjustments, it is reasonable for a school to have to make are:
 - The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014
 - The resources of the school and the availability of financial or other assistance
 - The financial and other costs of making the adjustment
 - The extent to which taking any particular step would be effective in overcoming the disadvantage suffered by a disabled pupil
 - The practicality of the adjustment
 - The effect of disability on the individual
 - The need to maintain academic, musical, sporting and other standards



- The interests of other pupils and prospective pupils

Taken from Equality and Human Rights Commission published 2015

Practice in the Academy

- Nailsea School and Sixth Form is an inclusive school, where students' needs are well known. To secure best outcomes for our students, we personalise reasonable adjustments to meet individual need. The effectiveness of the reasonable adjustment is carefully monitored by the SENCO and Pastoral team.
- The following are some of the reasonable adjustments made in school:
- Specific and personalised adjustments to the school's behaviour policy (see below and Behaviour Policy for more specific examples)
- Specific and personalised adjustments to the school's uniform policy
- Examination access arrangements
- Allowing students to use the lift
- Toilet passes on production of confirmation of medical need from medical practitioner
- Allowing students to type instead of handwriting an extended piece of work
- Handouts to be printed in large font
- Handouts to be printed on coloured paper
- Providing coloured overlays to students with visual stress
- Seating plans to support hearing impaired students
- Seating plans to support seeing impaired students
- Seating plans to limit environmental stimulation
- Pass to support movement around school site at quieter times

Behaviour Management

- At Nailsea School and Sixth Form we have a very clear and consistent behaviour policy. The fundamental aim of the policy is to ensure all students are able to learn in a disruption free environment in all their lessons. The system provides very clear boundaries which are consistently maintained in a calm, focused and respectful manner. We place great value on the student teacher relationship and want to ensure we develop student's character and they make excellent progress. Our behaviour system is based around our school values.
- There are students who struggle to regulate and control their behaviour in the classroom. This may be because of specific, diagnosed needs identified by outside agencies or it may be because of specific known needs that impact the student.



- We have a clear policy and practice regarding reasonable adjustment to support students who find it difficult to conform to the behavioural expectations.
- We have students who have a diagnosed need, and they are placed on our SEN Register. This information is available to staff with generic strategies relating to the need and specific strategies to support the individual. There are also meetings held with the school SENCO and teachers to discuss students and they may have a pupil passport outlining adjustments and strategies to be put in place. This will be shared via Provision Map with all that students' teachers.
- We also have students who have a known need. This may be due to family difficulties, social situations or that the student is on a waiting list for a diagnosis. This information is also available to staff and staff are regularly directed to it.
- Students in both groups are supported through the Pastoral and SEND teams. Their care, provision and support are discussed regularly. Referrals to outside agencies are made to access specialist support where appropriate and strategies are consequently shared with the student's teachers.
- We put in place reasonable adjustment for students who either have a diagnosis or known need when required. Examples of reasonable adjustments to support behaviour would include (not an exhaustive list):
 - Extra warning in class removal system (Redirection, Reminder, Reshape, Refocus, Removal)
 - Time out cards
 - Student passport sent through to all teachers outlining the concerns and suggesting strategies to support
 - Pastoral or TA support in the lessons, where capacity allows this.
 - Break and Lunch support
 - Careful consideration to seating plans
 - Amended timetable to access support from 'The Bridge', 'The Hive' or 'The Base'
 - Referral to external alternative provision
 - The reasonable adjustment plan will be decided on a case by case basis by the SENCO, Head of House and relevant member of SLT. This plan will be communicated internally to staff via Bromcom and Provision Map. This will also be clearly communicated and agreed with the student and parent/carer.



Rewards for all (Appendix 5):



Rewards for All

Be caught, doing the right thing!

At the end of **every lesson**, the teacher will award a **Golden Ticket** to one student who has shown great learning behaviours.

This is worth 5 House Points



During lessons students can also be awarded additional **House Points** for showing great behaviours.



Every term students in each year group are acknowledged as Diamond, Gold, Silver & Bronze learners for the House Points earned that term.



If students attend for a full week without an absence, their tutor will issue them with a ***Full House Friday*** raffle ticket.

Being in school all week without any late marks will double the number of tickets issued.



Staff also have **raffle tickets** on them, which they can issue to students outside of lessons at any time.

Students will receive these for **demonstrating our school values**, such as kindness and community.



On being issued a raffle ticket students write their name and tutor group, on the back and post them in the post boxes in each House area.

At the end of each term one ticket is drawn per House to receive a voucher.

All students who have posted a ticket have a chance to win!



In the last two weeks of term our **'Belonging Weeks'** give students the chance of **winning a treat** just for **being in their seat** and attending on that day.

At the end of every term students also receive acknowledgement for outstanding, strong or good levels of attendance, as well as improving from term to term.



Aspire | Believe | Succeed: Ambition, Community, Kindness, Pride, Respect.