



Behaviour Policy

Date of last review by Local Governing Body	March 2026
Review cycle	Annual
Policy due for review by Local Governing Body	March 2027

Aim

Nore Academy is committed to providing a nurturing and supportive environment for all students. This Behaviour Policy is underpinned by the principles of kindness, empathy, and compassion to support students with Social, Emotional, and Mental Health (SEMH) needs. We aim to foster a culture where students feel valued, understood, and empowered to succeed.

Introduction

We believe that every interaction within the Nore Academy community should be guided by kindness. By modelling and encouraging kind behaviour, we create a safe and welcoming environment for all. Understanding the unique experiences and challenges of others is central to our approach. Empathy helps us build meaningful connections and supports emotional well-being. Showing genuine care and compassion for others enables us to create a supportive and inclusive community. Our aim is to take a proactive approach to behaviour, supporting students to manage their emotions and to develop self-regulation skills.

We aim to provide:

- Appropriate, well-prepared, and engaging lessons, with adaptive teaching as a priority.
- Effective provision to support pupils in maximising their life chances for their time after Nore Academy.
- Strategies and skills to support pupils in identifying and regulating their own emotions.

We believe:

- Children and young people want to make the right choices.
- With the right support and intervention, children and young people can learn to regulate their emotions and actions.
- Reflecting on challenges and identifying areas to improve is a key factor in supporting our pupils.
- Partnerships between school and families are key to ensuring success.

We expect our pupils to always try their best to:

- Engage with and follow the school's Code of Conduct.
- Attend school and be punctual.
- Engage with the instructions of staff who are supporting them.

We believe in:

- Clear and realistic expectations
- Rules
- Routines
- Rewarding positive behaviours
- Fair responses to behaviour presentation

Within NA, students take part in a variety of activities in different situations. We recognise it is important to be very clear about rules and to make students aware of our expectations.

Code of Conduct

- I will engage with the school's values of kindness and empathy.
- I will actively participate in restorative practices when challenges arise.
- I will take responsibility for my actions and work to make things right with the people I have impacted.
- I will allow staff and fellow pupils to support me when I am struggling.
- I will actively engage in lessons and activities during the school day.
- I will show respect to my peers, allowing them to learn without distraction or interference.
- I will try my best.
- I am willing to push myself and try new things, knowing that this will benefit me in the future.
- I will try my hardest to communicate when I need support or when things are going wrong.
- I will treat peers and members of staff with respect.

The Role of Staff

It is the responsibility of all staff to:

- Model and promote positive behaviour
- Implement proactive strategies to support pupils
- Foster a safe and inclusive environment
- Know and follow policies and procedures.
- Ensure that students are given appropriate work in accordance with their abilities and student passport information.
- Ensure that all SEND information is accessed, understood and the responsibility is with teachers to seek further information and clarity when needed.
- Ensure that individual strategies which will enable students to manage their own behaviours are adopted in a timely, consistent way.
- Ensure that all students are supported and encouraged to reach their full potential.
- Complete and update risk assessments and wellbeing plans to ensure the health and safety of pupils and staff.
- Communicate effectively with parents, carers and other stakeholders to ensure a cohesive approach to supporting pupils.
- Create a calm, creative environment for students to succeed.

Therefore, the following procedures should be followed:

- We value proactive de-escalation approaches using the PACE model.
- If a student is not following instructions in a lesson, staff will support them to make the right choices. If the student makes a positive decision and changes their behaviour they should be thanked.
- If the student continues to display behaviour that does not meet the expectations of a learning environment class teams and/or pastoral staff will support with intervention.
- In the case of a serious incident, a serious incident form must be completed on CPOMS with the relevant personnel tagged for actions.

- Breakout rooms, outdoor spaces and sensory rooms, as well as personalised interventions, will be used to support pupils who need additional support outside of the classroom.

Uniform

Black or grey trousers/skirts, a Nore Academy polo shirt and/or grey/black jumper/fleece with school logo should be worn at all times. Black trainers or black school shoes. If a student is not in correct uniform they may be taken home to change, or loaned uniform. There will also be a phone call to parents/carers. NA supplies all students with initial school uniforms. No child will be disadvantaged through the inability to finance school uniform. NA will support where uniform cannot be purchased due to financial constraints. Therefore, arriving in school in the correct uniform is non-negotiable and if support is required to obtain any items NA can assist.

Attendance

Students are expected to attend school on a regular daily basis. Parents/Carers are asked to inform school staff about any absences as soon as possible, the morning of the absence at the latest. This is a legal requirement. More information can be found in NA's attendance policy.

Bullying (including Cyber-Bullying)

- We do not tolerate bullying.
 - Bullying must never be ignored.
 - All instances of bullying must be recorded and reported.
 - Parents and carers must be informed.
 - Every instance needs to be addressed with each child involved, giving them the opportunity to take responsibility for their actions and agreeing to change behaviour.
 - Children need to be supported to develop age-appropriate e-literacy to enable them to keep safe online and report cyber bullying.
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Positive Behaviour and Rewards

Nore Academy is committed to maintaining a safe, respectful and supportive learning environment where students are encouraged to engage positively with their education. Clear behavioural expectations and consistent responses from staff underpin the academy's approach to promoting positive behaviour.

Staff actively recognise and reinforce positive behaviour throughout the school day. Praise and rewards are used to encourage engagement in learning, respectful interactions and positive contributions to the school community. Staff remain mindful that students may respond differently to public praise and ensure recognition is delivered in a manner appropriate to the individual.

Reward Systems

Nore Academy uses Class Dojo to record and recognise positive behaviour. Students are awarded Dojo points for demonstrating positive choices, engagement with learning and progress towards individual targets. Students and families are able to view this through the Class Dojo platform.

The academy also operates a Passport Reward system, which is linked to each student's daily timetable and allows staff to recognise positive engagement throughout the school day.

Both systems reinforce the academy's core behavioural expectations:
Be Safe, Be Kind and Choose to Learn.

Positive behaviours recognised through the reward systems include engagement in lessons, respectful interactions with others, safe behaviour around the school, punctuality, correct uniform and moving appropriately around the site. The Passport Reward system includes daily recognition, weekly incentives and milestone rewards, some of which may include opportunities to develop independence and practical life skills.

Behaviour Expectations

Students are supported to understand and follow clear behavioural expectations based on three key principles:

- **Be Safe** – maintaining personal space, using equipment appropriately and moving calmly around the school environment.
- **Be Kind** – demonstrating respect towards staff and peers and contributing positively to the learning community.
- **Choose to Learn** – following instructions, maintaining focus in lessons and seeking support when required.

Staff use consistent routines and shared language to reinforce these expectations.

Monitoring and Individual Support

Students work towards individual personal and academic targets which are reviewed through classroom practice, targeted interventions and the EHCP annual review process where applicable. Behaviour and reward information is monitored to identify patterns and inform appropriate support where needed.

Damage to Buildings or Equipment

In the case of any damage to buildings or equipment at the school an invoice for replacement or repairs will be sent to parents/carers. A serious incident form must be completed on CPOMS where this is the case, and the Inclusion Team be alerted together with members of the Senior Leadership Team.

Serious Incidents

A Serious Incident is considered to be an incident that may include violence, bullying, vandalism, racism, sexism, abusive conduct towards a member of staff or in some other way infringing the liberty of others to learn or be safe.

Staff must complete a Serious Incident Form and the Pastoral Manager will consult with the Senior Leadership Team regarding an appropriate response based on the evidence provided. This could include:

- Fixed Term Suspension
- Community Service
- Charge for damage/vandalism
- Police Intervention

All pupils involved in serious incidents will have their provision re-evaluated to ensure that what we are delivering is meeting their needs.

Parents/Carers will be contacted if a student is sent home. Once the parent/carer has been informed and the student leaves the premises the parent/carer become responsible for that young person.

We will not tolerate verbal abuse of any kind. This includes name calling and/or comments which discriminate based on any protected characteristic. All staff and students are actively encouraged to report this type of behaviour. Students will be supported and educated to improve this behaviour.

Reported incidences of sexual violence, sexual harassment, non-consensual sexual activity, the

sharing of inappropriate images or up-skirting will result in suspension from the school. Allegations of this type will be taken seriously, dealt with swiftly and appropriately. The Head of School and the Designated Safeguarding Lead will take leading roles in the investigation. If the Head of School and Governors decide that it is appropriate for the perpetrator to return to the school, a risk assessment with conditions will form part of the reintegration agreement. The student will be expected to engage with the school and outside agencies identified to ensure that support is in place to further educate and prevent reoccurrence.

Shared Language:

Staff use agreed, consistent language to support students in regulating their emotions and to help de-escalate situations. This shared approach ensures that all adults respond in a predictable and supportive way, providing clarity and reassurance for students when they require assistance. The use of consistent language also supports the implementation of the Zones of Regulation as a communication tool between staff and students, and aligns with the Speech, Language and Communication and Communication and Interaction areas of need outlined in the SEN Code of Practice.

The Zones of Regulation are explicitly taught so that students can recognise and communicate their emotional state. All staff embed this shared language across the school to ensure consistency in how students are supported. As part of our universal provision, adults aim to provide calm, predictable responses, particularly during times of distress, helping students feel safe and supported across the setting.

Restorative Justice

We believe that children and young people want to repair relationships and should always be given the opportunity to do this. NA adopts a restorative justice approach to help maintain a positive and safe environment where the students can openly communicate and take responsibility for their actions.

Restorative justice conferences will be used as a resolution tool to mediate in appropriate situations and circumstances where negative behaviours or relationships have broken down. Parents/Carers are encouraged to form part of this process as a supportive measure; hence the timings of these meetings will be considered carefully to be as fully inclusive as possible.

All suspensions will be followed by a restorative justice conference as a rigid part of the reintegration process. This will include producing an agreed set of actions and targets presented in a contract for the students to sign.

Partnership with Parents/Carers

Close involvement of all parents/carers in the education of their child is encouraged at all times. In this respect, all staff continually keep parents/carers updated and informed of the progress of their child on a regular basis through letters, phone calls and meetings. We believe involving parents in the development of supportive strategies is likely to give ownership and a feeling of belonging and we aim to facilitate conversations to develop this.

All aspects of students' work and behaviour are communicated, with the aim of encouraging and gaining parents/carers' views and cooperation in jointly deciding and implementing an appropriate response.

Parents/Carers are required to attend the following:

- An initial meeting at the school, so that they can be informed of all procedures and have an opportunity to meet staff, see around and ask any questions.
- EHCP interim and annual review meetings.
- All reintegration meetings following any student suspension.

More regular meetings may be required to discuss a student's progress and parents/carers are requested and encouraged to attend these meetings or make appointments as desired

Lunchtime Behaviour

All students are expected to stay in school at lunchtime. During this time, the same policies and procedures apply.

If a student leaves the site at any time, parents/carers will be notified immediately, and a meeting will be arranged with a member of the Leadership Team.

Frequently Asked Questions

Q: What happens if you can't prove, without any doubt, what happened in a given incident?

A: *We do not need to do so. Schools are expected to take into account the "balance of probability" as to what has happened, rather than the requirement to prove something "beyond all reasonable doubt" as is the case in a court of law. However, we always try to get as accurate a picture as possible before making any decision.*

Q: What happens if the school and a parent/carer disagree about the way to respond to an incident?

A: *The vast majority of parents/carers are very supportive of the school stance, understanding that the school is a specialist provision dealing with a variety of student needs.*

We cannot promise that our values and judgements will automatically reflect an individual parent/carer's views – though we do try to make sure that our stance is logical, clearly explained and that we have a consistent rationale that we apply fairly.

The school has the right to impose sanctions without parent/carer consent and – if necessary – will do so to make sure that, within the school context, children are dealt with fairly and consistently. However, we would always prefer to explain the rationale and gain parent/carer support rather than simply state our right to impose any sanction.

Q: Can I refuse a consequence set for my child?

A: *No, but we aim to work transparently and in partnership with parents so that the young person is at the heart of decisions which are made about their child's school experience.*

Q: What do I do if my child is upset by being given a school consequence?

A: *Nore Academy staff use a proactive approach to supporting young people who have displayed inappropriate behaviors, this includes a thorough de-briefing process with the young person and the family. We work on a premise that feelings direct actions and aim to support students with their understanding of any associated consequences. We welcome parental contact and are happy to meet with young people and families to discuss any instances of behaviour.*

We encourage parents to discuss any behaviour presentation at home with their child and look at the whole picture of what has happened so that students are encouraged to see the incident from all perspectives. Context to the situation is really important as external factors may have influenced how your child has acted in the moment. We can provide support for parents/carers at home on how to manage conversations which involve reflecting on behaviour choices.

Q: Does my child being given a consequence mean that the school will then view them as a problem or a failure?

A: *No. In the same way that parents/carers will pick up on misbehaviour at home, the school picks up misbehaviour at school. We all know that children will test the boundaries, make some poor decisions or let their emotions rule their response on occasion. Growing up and developing the skills to cope successfully with adult life is about learning from these mistakes.*

However, where children repeatedly display similar inappropriate behaviours a support plan will be in place to ensure early intervention is established.

Q: Does my child being given a consequence mean that parents/carers are at fault?

A: *No. There are very rare cases when a child carries out instructions given by a parent/carer which puts the child into a position where they are in conflict with the school ethos. In these situations, the parents/carers are compounding their child's difficulties. However, the majority of misbehaviours are not in this category – but result from the child deciding on a course of action that parents/carers would not condone. We would like to work alongside parents/carers to proactively discuss concerns which arise.*

Q: What can parents/carers do to reinforce any consequence given by the school?

A: *Parents/carers have a huge influence on how their children react to any consequences given; the messages given by parents/carers at home are very important in terms of the effectiveness of any consequence. Parents/carers' discussions with their child about the better way to handle a situation, the rationale behind the school's response (plus any consequences you feel appropriate) are enormously helpful and supportive of your child's contribution to a positive learning environment.*

Q: Do I have the right to be present if my child is seen by the Headteacher?

A: *No. Parents/Carers do not have the right to be present in discussions between any member of staff and a student, including the Head of School. However, the school is open to working with parents and/or carers to join a discussion of concern, or to review progress where issues have been identified and an action plan put into place.*

Q: What can I do if I believe that the school's response to an incident is unfair or unreasonable?

A: *As always, if you feel an approach is unfair or unreasonable, then you can write to the Head of School and/or the Local Governing Body asking for a review of the policy.*

If you think the sanction given for a particular incident is unfair, for example, not in line with stated school policy, then you can use the informal or formal complaints procedure to make your case.

Positive Handling Policy

We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These occasions include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures themselves or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining Calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations. Staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge the young person's feelings

- Tell the young person you are there to help: “You talk, and I will listen.”
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open, calm stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a ‘dynamic’ risk assessment and seek assistance
- Allows the other person to ‘take up’ time to make their own choices
- Builds confidence in children that you are in control – children need to feel that adults are in control.

In the event of a serious incident, for example, a fight, staff should:

- Give clear and immediate instructions – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the ‘fuel’ by clearing the ‘audience’ away
- Be a witness
- If confident, and having assessed the degree of risk, intervene physically. If not confident, call for assistance.

The Policy is written in line with and adheres to legislation outlined in [Use of reasonable force and other restrictive interventions guidance](#).