



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

Vision

Our vision is to build an ambitious and caring community of people who eagerly contribute to every aspect of school life, whilst instilling the ethos that there are no limits to what can be achieved.

This is underpinned by our **values**: the 3Cs

Courage
Commitment
Compassion

which feeds into our **core purpose**:

We aim to provide a dynamic, rigorous, single sex education fit for the young people in our school. We will offer a rich curriculum which develops character and thrives on aspiration, respect and positive relationships. Our core purpose is to equip our students for life beyond school, preparing them with confidence and enthusiasm for the next steps in their journey.

Like Safeguarding, creating an excellent climate of positive behaviour is the responsibility of everyone. Demonstrating empathy and validation does not mean we ignore that some behaviours are not acceptable.

This document is intended to be read in conjunction with the Behaviour Policy and sets out clearly and precisely the implementation of that policy.

Simple Non-Negotiables

In order to support students in an empathetic way, it is important to first set clear expectations.

We expect students:

- to wear the correct uniform
- to arrive at school and lessons on time
- to respect the school environment-no eating in classrooms (Y11 may be permitted to do this after Christmas but not before)
- to move between lessons in an orderly manner
- to begin lessons in an orderly manner
- to sit where directed by the teacher
- to move without question, if asked
- to bring the right equipment to each lesson
- to listen in silence when a teacher or other students are talking



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

- to speak clearly and politely
- to comply respectfully with all instructions
- to engage when visitors come in to your lesson
- to treat everyone with respect
- to demonstrate the 3Cs - Courage, Commitment and Compassion

We expect staff:

- to teach students routines for procedures in lessons (individual staff have autonomy)
- to teach and insist upon, a routine for the start of lessons, transitions between activities and the end of lessons
- to insist on excellent standards of behaviour and uniform in all lessons
- to model respectful relationships at all times
- to insist on silence when walking to a Fire Drill and support in maintaining this standard of behaviour during the drill
- to complete one staff duty per week to help promote excellent standards of behaviour

Rewards

We expect staff to reward students at every opportunity in the following ways:

- Praise during lessons
- Positive comments through feedback
- Use of the school rewards system
- Phone calls home
- Postcards
- Displays of students' work
- Public recognition in assemblies, *Newlands News*, Hot Chocolate with the Head, and Reward Assemblies
- Positive internal communication amongst staff
- Awarding House Points
- Excellent letters
- Cups and Colours

School Routines



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

- Attends school every day
- Moves around the school calmly
- Communicates politely
- Wears correct uniform
- Brings correct equipment
- Arrives punctually
- Enters a classroom as instructed
- Respects property

Attitudes and Character

- Shows kindness, respect and patience
- Focuses well on tasks
- Respects the learning of others
- Accepts teachers' decisions without question
- Works well with other students
- Participates actively
- Enjoys their learning

Learning

- Is committed by completing classwork and homework with 100% effort
- Work and listens in silence as directed
- Responds to teacher and peer feedback
- Revises thoroughly for tests and exams
- Relishes challenge and is prepared to take risks by showing courage in the classroom
- Participates enthusiastically in lessons, demonstrating curiosity and speaking with fluency and passion in class discussion
- Takes pride in completing and presenting all work to the highest standard

Rewards System (Departmental Rewards set out in Behaviour Policy)



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

House System

The House system ensures that staff and students work together to create a positive school community where everyone is included. Every student and member of staff belongs to one of the school's six Houses. There are a number of inter-house competitions throughout the year which feed into the House Point system.

Awarding House Points – a guide...

Subject Teachers - Teachers can award house points for individual students. Teachers can award house points on a lesson by lesson basis, at the end of a unit of work, sequence of lessons or extended homework project or for a period of independent learning.

Tutor House Points - Tutors can award house points for excellent attendance, organisation and uniform.

Values House Points – Awarded for pupils showing Courage, Commitment or Compassion.

Recommended Tariff for Allocation of House Points

Subject house points: 5 house point per lesson maximum for excellent independent learning/achievement in class or homework/progress/demonstration of resilience and other growth mind-set qualities/presentation of class or homework.

Tutor house points: 20 house points per Term maximum for consistently excellent uniform/personal organisation/punctuality/attendance/upholding the NGS values/emails from other teachers about a student's achievement or behaviour.

HOY house points: regular attendance and participation in an after-school club/sports team/drama or music production/taking a post of responsibility beyond your tutor group/a significant one-off contribution/individual acts of helpfulness or kindness (5/10/20).

Other

- Year group Reward assemblies used to recognise students with high numbers of house points, attendance and so on
- Students may be nominated for **Hot Chocolate with the Head**. Students are nominated by the Heads of Year for all sorts of reasons. This could be for showing kindness and compassion, excellent work and attitude, great improvement or excellent achievement, for example. It is the opportunity to regularly celebrate success with different groups of students. (10 House Points).
- All students may receive department postcards (5 House Points) recognising achievement or Progress
- Maths "Stars of the week" (or any other department recognition) (5 House Points) communicated in *Newlands News* weekly
- Members of non-teaching staff can also award House Points. They can contact the Tutor / HOY who will add them to Edulink.



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

SCHOOL UNIFORM – 2022-2023 - ALL PUPILS IN 7-11

- ✓ Grey blazer with school badge
- ✓ White reverse collared blouse
- ✓ Plain grey school trousers (Goyals or School Days) – no combats, flares, drainpipe-style, 'skinny' trousers, or leggings
- ✓ Kilt – kilts should not be rolled and must be on or below the knee
- ✓ Socks, black or white - may not be worn over tights. Tights must be plain or black
- ✓ Shoes, black with low heels - sandals, (including black leather), boots or backless shoes may not be worn. Trainers are not permitted. Toes must be covered by shoes. Canvas style shoes and leather lace up pumps are permitted.
- ✓ Coat or anorak suitable for cold/wet weather – denim/corduroy/leather jackets, hooded sweatshirts or tracksuit tops must not be worn. They must not be worn inside school.

Optional: Blue V-necked jumper

Headscarves – plain navy blue or black. Headscarves should be folded under the chin, taken round to the back of the neck and the ends tucked in, to conform to health and safety requirements.

OTHER IMPORTANT UNIFORM RULES

Jewellery: One pair of earrings (studs) may be worn in Years 7-9: An additional stud is permitted in Years 10 and 11

No other jewellery may be worn, other than school-related badges - A watch may be worn. Charity bracelets are not permitted. The only religious jewellery permitted is the Sikh bangle

No nose, lip, eyebrow, tongue or stomach studs or other ear piercings.

Make-up (**permitted ONLY in Years 10 and 11 only**) if worn, should be discreet – Nail varnish, false nails, French manicure or Shellac polish are not permitted

No extremes of hair colour or hair style are permitted. Only naturally occurring hair colour will be permitted.

Please Note: The Senior Leadership Team's decision is final on all matters of uniform. If a student has a special consideration for any reason, they will carry a **green card**.

Uniform

Role of the SLT/HOY – Every morning a member of staff will be on the gate to welcome students and complete a uniform check

Role of the Form Tutor - It is the Form Tutor's responsibility to check uniform



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

- every day in Tutor Time

Most uniform issues can be dealt with immediately (e.g. removal of bracelets, earrings and other piercings, inappropriate kilt length) and should be resolved straight away in Tutor time or before Assembly. Please note that the infringement sheet should be completed if a uniform infringement occurs. Any item of jewellery should be removed immediately and handed to the Attendance Officer to be collected at the end of the term. Every teacher has been given a pack of small brown envelopes for this purpose.

Kilts should not be rolled at the waist. If they are, this should be recorded on the infringement sheet.

Major uniform issues such as: incorrect trousers, incorrect shoes e.g. hair which is coloured an obviously artificial colour; skinny trousers should be referred to HOY/AHOY straight away, regardless of parental authorisation. Students will be given the opportunity to wear alternative uniform from the school store, if available. HOY/AHOY to contact home to resolve the issue. If appropriate, issue a green card.

Trainers - If there is a medical reason for a student wearing trainers, this should be agreed through consultation with the parent by the Head of Year – in potentially prolonged circumstances (with medical evidence), trainers should be plain black in colour.

If there is no valid reason for a student to wear trainers, students will be given the opportunity to wear alternative school shoes from the school store. Refusal to borrow school shoes will trigger an intervention until compliance or appropriate footwear is found.

In exceptional circumstances, HOYs or SLT members may give a student permission to wear non-uniform items for a short period of time whilst a situation is being resolved. This will be communicated to staff by them carrying a green card.

Nail Varnish - No student should reach Period 1 wearing nail varnish as Tutors should have ensured this is removed during Tutor time and recorded on the infringement sheet. Please note that false nails, French Manicure and Shellac polish are not permitted.

Make Up - Make up should be **discreet (Years 10 and 11 only)**. If make up has been heavily applied, it must be removed during Tutor time. It should be recorded on the infringement sheet. Students who wear heavy make up to school on a regular basis, refer to HOY/AHOY.

After 3 infringements - a detention should be issued.

Confiscation

(Badges/rings/bracelets/charity bands/other jewellery)



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

Non-uniform items should be:

- confiscated straight away and placed in an envelope with the student's name
- passed to Attendance Officer (office located in main school corridor)

Items will be returned at the end of term

Refusal - If a student refuses to hand over an item, please contact Senior Staff on Duty (or On-Call) immediately

Role of the Classroom Teacher - All uniform issues should be resolved during Tutor time to avoid disruption to learning

It is the teacher's role to:

- check uniform as students enter the classroom
- most uniform issues can be dealt with immediately and confiscated in the usual way (please email tutor to add to infringement sheet)
- Call On-Call for removal for any student NOT in full uniform and without a green card who is not compliant with handing over item

Punctuality

- All gates will be locked at 8.55 a.m.

Role of the Form Tutor

- Justified lateness e.g. school bus has arrived late – no action required
- Lateness that is NOT justified or is within the student's/family's control – add to infringement sheet
- Truancy from Tutor time - HOY After School Detention (email Attendance Officer) and ensure HOY is made aware so that parents can be informed

Role of the Classroom Teacher

- Insist on a punctual start
- Ensure that late students make up the time at break or lunch with you
- Truancy from lesson – If a whole lesson is missed, the Office Manager will call home at the end of the day and a detention will be arranged
- Refer persistent lateness to the student's Head of Year, Senior Link
- Students should not be permitted to leave the classroom to fill a water bottle
- Students should only be allowed to go to the toilet during lessons in an emergency
- If a student goes missing or does not arrive-alert On-Call immediately. Parents will be called at the end of the day. HOY contacted to decide on sanction.



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

Creating an excellent climate for learning

Tutor Time and Lessons - Standard Operating Procedures for Tutors and Teachers

SMILE! ... it makes all the difference

- Staff are required to have a seating plan for each of their classes prior to the first lesson (this assists in the event of cover being required)
- Greet students punctually at start of Tutor Time and at start of every lesson
- Students should have a routine to begin each lesson - to be decided by the teacher/Tutor
- Check uniform as students enter the classroom
- Ensure that students are busy from the start – establish routines or starter
- When addressing the group, insist on active listening, pens down, focus on the source of information and silence
- Take the register in SIMS promptly.
- Undertake Tutor Group activities as prescribed by the Head of Year as part of the Pastoral Programme
- Ensure that there are clear starts and ends to activities
- Transitions should include reflection on what has been achieved
- No instructions should be given unless the group are silent
- Ensure that use of school equipment is well managed
- Homework should be clearly explained, noted in diaries and set according to the published timetable
- On the way to assembly, students should walk in silence, Tutors should enforce this
- Pupils should keep to the right on corridors/stairs

Mobile phones, mobile devices and wearable technology

Mobile phones and mobile devices (including headphones) are not permitted to be used in the school day.

Students may use phones and devices for the journey to and from school if this is done respectfully and appropriately, but we encourage them to be stored in their lockers on arrival

If mobile phones or other electronic devices are seen or heard at any point during the school day:

First offence – confiscation until the end of the day and placed in envelope: collection by the student at the end of the day from the HOY Office.



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

Mobile phones, mobile devices and wearable technology - continued

Second (and future offences) – **confiscation until a parent/carer can collect the phone or mobile device from school**

Confiscation

- You will be expected to turn your phone or mobile device off
- You will not have the opportunity to remove the SIM card
- You will be expected to hand the phone or mobile device to the member of staff straight away

Smart watches are not banned in school, but alerts and notifications should be on silent. Smart watches will be confiscated, as above, if notifications or communication disrupts lessons.

For teachers...

Own your classroom – teach, model and demand the behaviour you expect. Your instructions are never optional

No arguments – you are in control and you set the expected standard of behaviour. Politeness is not optional

Relationships are key – use praise well, phone parents often, talk to students outside of lessons

Take an 'Emotion Coaching' approach – follow the CALM steps: CONNECT to the student's feelings and your own; ACKNOWLEDGE and validate the feelings and label them; LIMITS – remind the student of expected behaviour; MAKE A PLAN by seeking solutions

Silence is golden – expect it at key points of your lesson and enforce it

Know the escalation policy – three warnings before removal – no discussion

Uniform is a collective responsibility – please check it

Demand high standards in every interaction - Punctuality and deadlines are about respect

No teacher should ever struggle with poor behaviour – seek support. We have a zero tolerance approach to poor behaviour

SLT Responsibilities

1. To ensure staff work in a school where behaviour is outstanding
2. To ensure staff are supported quickly to diffuse any problems
3. To support staff in seeking solutions, following an 'Emotion Coaching' approach
4. To ensure the learning of pupils in every class is not impacted by anyone
5. To offer CPD if required, to develop behaviour management strategies



Managing behaviour for learning (3 stage approach)

Stage 1

If a student does not follow your instructions, whether to follow an instruction or to correct their behaviour:

- issue a first verbal warning: “I have noticed that you have chosen to not follow my instruction to ... this is your first warning”. Language can be really positive and try to be encouraging. “I know you can make the right choice...”

Stage 2

If a student does not follow your instructions, whether to do something or correct behaviour, after a first warning

- Ask the student to step outside the classroom. Allow them a moment to make a positive choice and re-join the lesson. Do not leave the pupil outside the classroom for any length of time. This should just be an opportunity for them to reflect and return to learning in a non-confrontational way
- In a quiet and brief conversation outside the classroom, state that this is a second warning. Take an ‘Emotion Coaching’ approach to this conversation where possible, by connecting with the student and acknowledge their feelings: “I can see that you’re feeling a bit frustrated... or “I’m wondering whether.....” Reinforce that all emotions are okay, but not all behaviours are acceptable, clearly outlining that should the student not respond to this opportunity to change their behaviour or follow instruction, they will be removed by On-Call.

Stage 3

If there is no improvement

- call for Senior Staff on Duty to remove the student
- explain clearly to the staff member On-Call the reason why the student is being removed so the log can be completed accurately
- provide work for the student to complete
- This removal will automatically go on a student’s record, trigger a letter home and a consequence (most usually an After-School Detention TBC by HOD/HOY). Please note that the role of the on-call teacher in the first instance is to try and resolve the situation there and then and get the student back into the lesson rather than take them away – if at all possible.

Please note that verbal aggression (extreme rudeness), verbal abuse (swearing), physical aggression (threatening behaviour) and physical abuse (physical contact) require **immediate removal by On-Call**.



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

Staff should contact Reception to request removal. If a telephone is not reachable, a Teaching Assistant or responsible student should convey the message.

Levels of disruption in lessons

1. Low-level disruptive behaviour – teacher notifies parents (c.c. Tutor, HOD and HOY/AHOY). Note in planner followed by a phone call home if no improvement
2. Persistent low-level disruptive behaviour – teacher notifies HOD for further action (c.c. Tutor and HOY/AHOY) HOD to call home
3. Seriously disruptive behaviour – On-Call removal

Lack of Homework – consult Head of Department (c.c. Form Tutor and Head of Year)

Lack of Progress before Departmental action - consult Head of Department (c.c. Form Tutor and Head of Year)

Lack of Progress after Departmental action - consult Head of Year (c.c. Form Tutor and Head of Department)

Please note - Students failing to attend Departmental Lunchtime detentions should complete an After-School Detention

Detention (HODs should email Attendance Officer to inform them of this, detention arranged)

Role of the Head of Department

- Support departmental colleagues to establish and maintain the highest standards of behaviour for learning
- Lead on parental meetings/issue Departmental Subject Reports/initiate contact with parents for students whose behaviour is problematic in your subject but is not problematic across their timetable
- Quality assure lesson changeover/use of seating plans/rewards/uniform within the Dept
- Set up 'hosting' timetable (student housed in another lesson) if this is a useful strategy, to enable the department staff to support one another
- Be proactive about behaviour hotspots – invite support of TLR holders and Link/SLT drop-ins
- Encourage subject teachers to phone parents and address low level disruption in their classroom same day
- Run department detentions when necessary.

Levels of disruption out of lessons

1. Disruptive behaviour – rudeness or lack of cooperation or courtesy – issue a HOY detention, inform Tutor and c.c. HOY



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

2. Unsafe or potentially dangerous behaviour – contact SLT duty member straight away via Reception

Senior Staff On-Call Procedure

At the beginning of the session collect a walkie-talkie from Reception.

The intention is to return the student to the lesson, as soon as appropriate, once the below has been followed:

When you remove a student

- keep the student with you and find a quiet space to discuss the issue with the intention of returning them later to the lesson.
- discuss why the student was removed and how things could be handled differently next time, giving them the opportunity to consider a solution. For this to be successful, you first need to connect with the student and acknowledge their feelings.
- agitated students may need to cool off (if supervision is available- for example in The Hub) It is important that this happens before engaging in a discussion about moving forwards.
- assess if the student is ready to apologise for the behaviour
- deal with the incident fully and whenever possible, return the student to the subject teacher during the same lesson to close the matter with an apology. If this is not possible, a written apology should be completed
- all apologies conducted outside the classroom.
- ensure the quality of the apology is appropriate; have the highest expectations here and put the student back into the SFC/On-Call staff if you are not satisfied. They should remain in intervention until they are able to complete a suitable apology.
- collect work, wherever possible
- brief the student on outcomes and consequences:
 1. work silently
 2. give mobile phone to SFC/On-Call member of staff
 3. ensure a sincere apology is going to be given
 4. serve a 50 minute After School Detention
- if a student is removed in the last 10 minutes of a lesson, they will spend the remainder of the lesson with the SLT member
- students removed twice in one day should spend 1 day in the SFC (intervention) as a consequence and parents must be informed



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

- complete all aspects of the On-Call log fully

Please note:

- if not involved in removal, drop into lessons and maintain a high profile amongst student body
- check behaviour any outstanding business from the previous hour
- share instincts, observations and patterns of behaviour with relevant staff
- drop into the SFC and check staff are okay

Detentions

There are Two forms of Detention; Lunchtime and After School

Lunchtime Detentions

These are managed in Departments, for example:

1. Failure to complete homework
2. Not having the correct equipment

After School Detentions

Tuesday Detentions (3.10 p.m. - 3.40 p.m.) will be held in Room 12

These are organised by HOYs and given for infringements. They are overseen by the Tutor/HOY Team on a rota basis. Detention written in planner by Tutor and emailed to Attendance Officer to arrange.

Wednesday Detentions (3.10 p.m. - 4.00 p.m.) will be held in Room 12 for KS3 and Room 13 for KS4.

These are run centrally and are overseen by Middle and Senior Leaders. These are issued for the following possible reasons:

1. On-Call from a lesson due to truancy or behaviour issues
2. Persistent issues in a lesson (passed to the HOD)
3. Rudeness or defiance in 'down times' (passed to HOY)
4. Persistent failure to meet school standards (more than 3 infringements)
5. Confiscation of mobile phone

The detention should be written in the planner and emailed to the Attendance Officer to arrange.

It is the responsibility of the teacher to set the work for a detention which should be meaningful. This should also be an opportunity for the student to reflect on their actions and so they will be given a Restorative Reflection sheet to complete.

If a student fails to attend a detention this should be reported to the HOY for escalation.

For persistent behaviour issues, after-school detentions may be arranged by a member of the Senior Leadership Team on any given day. Parents will be informed if this is the case.



Supervising SFC Interventions (in school internal isolation)

- remind students on arrival of expectations
- check that the student's phone is switched off and handed in
- decide and direct where the student should sit
- ensure that all aspects of the intervention log are completed fully

Supervising SFC Interventions (in school internal isolation) - continued

- use emotional intelligence to assess the situation – a student might need a couple of minutes calm before starting to do some work
- do not remain a passive observer of students in intervention. Do not accept or indulge any inappropriate behaviour
- control the atmosphere of the room and call On-Call if any issues
- supervise work and ensure a written apology is completed (as appropriate)

This should also be an opportunity for the student to reflect on their actions and so they will be given a Restorative Reflection sheet to complete.

- work could include, in this order:
 - work from classroom teachers
 - website work
 - online learning e.g. My Maths, BBC Bitesize, Kerboodle or Seneca
 - reading book
- call Attendance Officer to request work for a student if appropriate
- manage any visits to the toilet
- call On-Call if a student is non-compliant, defiant, rude, or aggressive – a further consequence will be put in place
- call On-Call if SFC becomes too full and students will be housed with a member of SLT

These same expectations should be enforced during After School Detentions

Expectations of behaviour in the SFC

- students need to place their bag under their desk and hand in their mobile phone
- once in the SFC students should be both SILENT and engaged in meaningful academic work
- it is not acceptable for students to refuse to work. Allow students some 'de-escalation' time and call On-Call if this continues to be an issue



Newlands Girls' School – Behaviour Principles & Procedures (A Relational Approach)

- students may eat and drink in the SFC at break and lunchtimes. At other times, only water may be consumed
- if a student is in the SFC all day, they will need to be taken to the canteen if they do not have a packed lunch
- uniform and jewellery rules apply.

These same expectations should be enforced during After School Detentions - continued

- no student should be leaving intervention without a member of staff if they have been removed from a lesson. If it is a lesson On-Call and the student is returning, the On-Call staff should be collecting those students to undertake a successful face to face apology before they are allowed back in circulation. If they refuse or fail, then the student remains in intervention/SFC until they can complete this successfully.
- students should not leave the SFC to go to the toilet at either break or lunch unaccompanied by a member of staff.

Important Information

Whilst it is important to be as consistent and transparent when setting out procedures, there are times that managing student behaviour can have 'grey areas' if, for example, there is a safeguarding issue. Staff will not always know the details, but the 'Key Pupil Information' document will provide an overview. This will be updated termly. Recommendations made in the SEND Register should also be considered.

From September 2023 **ALL** staff will be alerted if any student has special consideration for any reason. This will happen as 'Staff Alert' information following Teach Meet via the Staff Bulletin.

For many students, demonstrating excellent standards of behaviour comes naturally and is intuitive. However, this is not true for all. Not only do we need to model our standards and expectations, we need to *teach them!* Students will need to be explicitly taught/reminded of everything set out in this document, and staff need to repeat this until students get it right.

The bedrock of an outstanding school is outstanding behaviour, and it is everyone's business.
