

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



Behaviour Policy

LAST REVIEWED/ UPDATED	(by) Pastoral Deputy Head	Interim update – 16 th Jan 23 21 st June 2023
POLICY TYPE	Statutory	
REVIEW DATE	Annually – Updated review date to July 2024	

RESPONSIBLE		
Leadership Team	Pastoral Deputy Head	
Governing Committee	Not needed, as be approved by the Headteacher	

APPROVED	Approved by Miss J. Capon – 1 st September 2023.	
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Courage Commitment Compassion

NEWLANDS GIRLS' SCHOOL

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.

POLICY ON BEHAVIOUR

This policy is written to work alongside the School Attendance and Anti-Bullying Policies and complies with *Behaviour and Discipline in Schools* DfE January 2016 and the *Behaviour in Schools* DfE (October 2022). The school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND). Any reference to parents in this policy should be taken to mean parents and carers.

The aims of this policy:

- a. To set out the framework within which we operate in our day to day contacts with each other around the school, on school visits and, in some circumstances, outside the school and this policy creates a safe environment in which all students can learn and reach their full potential
- b. To set out the framework through which students learn positive behaviour, in accordance with our Vision, Values and Core Purpose statements

1) A consistent approach to behaviour management

By working in accordance with this policy (and the procedures which underpin implementation), we aim to provide a supportive environment in which every individual is valued and is able to fully develop their spiritual, moral and academic potential. We set very clear standards of work and behaviour for pupils. We believe that learning can only take place in an orderly environment: we make it clear to our pupils that staff work hard on their behalf and we expect them to respond in a similar manner.

As adults and role models we recognise that we should aim to:

1. Create a positive climate with realistic expectations based on positive relationships and mutual respect.
2. Promote, through example, honesty and courtesy.
3. Provide a caring and effective learning environment.

4. Ensure fair treatment for all regardless of age, gender, race, religion, ability and disability.

2) Strong school leadership

The basic principle underpinning our approach to positive behaviour is that each individual should treat others as they would wish to be treated: with courtesy, care and respect. The maintenance of good behaviour is informed by our Behaviour for Learning outline (Appendix 1) and poor behaviour reported, if necessary, on the Student Incident Report Form (Appendix 2).

3) Classroom management

Staff make frequent use of encouraging language, both verbal and non-verbal in lessons and around the school to ensure that positive behaviour, punctuality and regular attendance are recognised. In cases when students' behaviour falls below the standards expected, for example arriving late to lessons, not handing in homework on time, not getting on with set tasks, distracting others by talking when the teacher is explaining or demonstrating or interfering with other students' work or equipment, teachers employ a 3-stage behaviour management model (Appendix 3).

The structure for managing sanctions is set out in our Managing Student Behaviour Chart (Appendix 10).

4) Rewards and sanctions

Staff may apply rewards and sanctions when a student is:

- taking part in any school-organised or school-related activity or travelling to or from school.
- wearing school uniform or in some other way identifiable as a student at the school.
- misbehaving at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of the school. This includes incidences of misuse of social media or online bullying which takes place out of school.

In all cases of misbehaviour, the member of staff can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member. Examples of sanctions and incidents are given in Appendix 6.

5) Behaviour for Learning-a positive relational approach

Students are taught the behaviour expected of them through the pastoral system, assemblies and lessons. Ultimately, we hope that as our students go up through the school they will be increasingly able to take responsibility for their own work and behaviour, reflected by the instilling our clear vision, values and core purpose. To help them develop the understanding of their responsibility for this, students are given a wide range of opportunities to take responsibility and demonstrate leadership (Appendix 7).

6) Staff development and support

Staff receive training in maintaining good behaviour in the classroom and beyond through our Induction and Early Career Teacher programmes and from the support of Heads of Department, Heads of Year and Senior Leadership Team. They are supported through our referral and 'On-Call' systems. Staff also have a handbook to help them: *Behaviour Principles and Procedures-A Relational Approach (July 2023)*

7) Student support systems

Ensuring that each student is able to stay safe, behave well and fulfil their potential is of paramount importance and is the responsibility of all members of staff. The school has rigorous systems in place to support this aim (Appendix 8). The school also has clear

procedures for implementing this policy. Students are also taught to explicitly reflect on any lapses of the standards expected through reflection and restorative work.

8) Liaison with parents and other agencies

Parents are partners in maintaining the behaviour and discipline of the school. The aims of the school are outlined in the Home/School Agreement and we are explicit about what we expect from our students in terms of work, behaviour and attendance. It is, therefore, reasonable to assume that parents who have chosen to send their children here agree with those aims and will support the school in achieving them. When a new student joins the school she, her parents and the Headteacher sign two copies of the Home - School Agreement (see Appendix 9).

Staff keep parents informed of their child's progress in a variety of ways and always contact parents if there is a cause for concern.

The Headteacher, the Designated Safeguarding Lead (and Deputies), the Heads of Year and other staff have contact with outside agencies when appropriate (see Child Protection (Safeguarding) Policy). Staff will also keep any outside agency professional involved in cases where a child's behaviour may warrant an external sanction. It is recognised that where a student has SEND issues, proportionate consideration needs to be in place.

9) Managing student transition

During our extensive programme of supporting transition, including visits to primary schools by the Head of Year 7 and our Home-school Agreement documentation, our expectations of the students' behaviour is made clear to all. The pastoral team supports our new cohorts to behave appropriately from when they begin attending Newlands Girls' School. This is done through the pastoral programme and establishing excellent relationships and routines early on.

10) Organisation and facilities

Care for our shared environment is a key aspect of positive behaviour and is included in our school rules (Appendix 1). Positive encouragement to take pride in their school site includes displays of work, Eco-Committee initiatives and Key Stage 3 students taking a turn with cleaning the dining and assembly halls after break and lunchtime. Sanctions may be applied should students not show an appropriate level of care and respect for their environment.

11) Monitoring and Review of Policy

We will be reviewing this policy continually as we go on learning what works. Informally this Policy will be reviewed at least once a year. Formally it will be reviewed bi-annually by Leadership, Staff, School Council and Governors.

12) Links with other Policies (available on the staff shared area and the school website)

- Teaching and Learning
- Anti-Bullying
- Attendance
- Safeguarding (Child Protection) Policy
- Sexual Harassment (child-on-child abuse) Policy
- Exclusions Policy
- Equal Opportunities Policy
- Special Educational Needs and Information Report (SIR)
- Home School Agreement
- Behaviour Principles and Procedures- A Relational Approach document

APPENDIX 1

BEHAVIOUR FOR LEARNING

We are a community of over a thousand people, who for each working day share a fairly restricted space. We therefore have to have some basic rules to ensure the maintenance of an orderly environment in which teaching and learning can take place effectively. Our students and their parents need to be clear about the framework within which we expect everyone to operate on a day-to-day basis, both for their own sake and for that of others.

Simple Non-Negotiables

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 until that point)
- to move between lessons in an orderly manner
- to begin lessons in an orderly manner
- to sit where directed by a 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
- to speak clearly and politely
- to comply respectfully with all instructions
- to treat everyone with respect
- to demonstrate the 3Cs - courage, commitment and compassion

In addition, we ask our students to observe the following guidelines:

Morning

- 1 Everyone should go straight to their form room on arrival and must be there by 8.40am
- 2 Please walk to assembly calmly and quietly, and leave in the same manner

Buildings

- 1 As you move about the building, please keep to the right in corridors and on staircases; try to keep noise to the minimum and carry your bag so that it does not collide with others.
- 2 Students are not allowed to eat or to chew in lessons. You may only eat at break and lunchtime. Please remember to put your litter into the nearest bin. If you bring a packed lunch, you may eat it outside in fine weather.

- 3 Classrooms should always be left tidy in readiness for the next lesson. At the end of the day, classrooms should be left ready for cleaning.
- 4 We all share responsibility for our working environment and therefore should care for our classrooms e.g. desks, notice boards and displays.
- 5 The front entrance to the school is for the use of staff, visitors and sixth form students only.
- 6 Student access (Years 7 to 11) to the front office is via the main hall. However, if there is a lesson or activity in the hall, students may then use the main corridor. When an assembly, lesson or activity is on in the hall, students are not to use it as a walk through.

Grounds

- 1 We must all do our best to care for the school grounds. Please keep to the paths when moving between buildings so that you do not walk mud into classrooms.
- 2 When going through the car park, please walk and take great care.
- 3 If you use the field during lunchtime, please be considerate of our neighbours: sit 5 metres away from the fence and put your litter in a bin or take it with you. Please do not feed the birds!

Uniform

- 1 All students in Years 7-11 are expected to wear full school uniform to and from school, as well as during the school day. As members of the school community it is expected that appearance should be neat and tidy at all times. Kilts and summer dresses must be on the knee, or below.
- 2 Students may wear a watch to school – their name must be on it. If they have pierced ears they may wear one pair of small stud earrings in Years 7-9. In Years 10 and above, students are permitted to have a second single ear piercing (a small stud). **No other jewellery, such as rings, bracelets, nose studs, eyebrow rings or necklaces, is allowed in school.** Earrings must be removed for P.E. when requested. Confiscated jewellery will be returned at the end of a short term (or can be collected by a parent, in consultation with the Pastoral and Attendance Administrator).
- 3 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. Anything with a 'chunky' sole, such as this image, is classed as a trainer and these are not allowed.



- 4 Only school related badges are permitted to be worn on the school blazer, other than at times of national fundraising.
- 5 Hair should be in a simple style and tied back if it is jaw length or longer. Only natural colours are allowed.
- 6 Nail polish and nail extensions are not permitted in Years 7-11. Make-up should not be worn in years 7-9 and only minimal make up is permitted in Years 10 and 11.
- 7 Coats and scarves may be worn to and from school and are permitted outside, but should not be worn in the school building unless directed by the Headteacher.
- 8 Hoodies are not permitted to be worn either under or over school blazers in any year group.

- 9 Sixth Form students must follow the dress code set out in the Sixth Form Handbook.

Non-School Uniform Dress Code

1. Students should wear clothing appropriate for a school day. Vest tops, shorts and cropped tops are permitted if it is hot, but these should be day wear and not beach or party wear.
2. Hair should be tied back.

Non-School Uniform Dress Code - continued

3. Jewellery and make up rules remain the same (unless informed otherwise, for example if we are celebrating a specific event).
4. Students should be able to express their identity but recognise it is still a learning environment and thought needs to be given to health and safety, appropriate choice of clothing, as well as any practical classes the day.

General

- 1 **Money:** you should only bring a minimum of money to school. On no account must money or valuables be left in bags or desks or in the changing rooms.
- 2 **Mobile Phones:** We do not encourage students to bring mobile phones into school. If they have to be brought into school, we suggest they be left in a secure personal locker throughout the school day. It is the student's responsibility to ensure that their locker is fitted with a secure padlock. If mobile phones are seen or heard in use during the school day, they will be confiscated. Sixth Form students may only use their mobile phones within the Common Room, QSA, or Q-Space, if using them as a study aid. They should keep them turned off and in a secure place at all other times. Students bring mobile phones and any such valuable item into school at their own risk and the school cannot accept any responsibility for these.

Mobile telephones with a camera/video facility are not permitted to be used at any time; it is an offence for photographs/videoing of children to be taken on the school site without their parents' prior permission. Such use will mean that the phones will be confiscated and will only be returned to the care of an adult. This expectation will protect the privacy and dignity of all our pupils and students.

Any mobile confiscated must be handed to the Attendance Officer or Head of Year. The first time this happens, it will be given back to the student at the end of the school day. If it happens more than once then a parent/carer will be contacted to collect it.

Confiscated jewellery will be given back at the end of each term.

- 3 **Bicycles:** if you wish to cycle to school and your parents give written permission you may do so. Please keep to single file on the narrow roads near the school. We would advise you to wear a cycle helmet. Bicycles must be left in the bike shed during the school day. Please secure your bicycle with a lock and chain, keep a record of the frame number and have it insured.
- 4 **Coats and Scarves:** coats and scarves must not be worn inside the school buildings, unless directed by members of staff.
- 5 **Unauthorised Substances:** students are forbidden to smoke or vape on the school premises or to bring cigarettes, vapour pens, matches or lighters into school. Any girl who is found smoking, vaping or who is with others who are smoking or vaping on the school site or on the way to or from school will be dealt with severely and parents will be contacted. Newlands is a non-smoking environment and this applies to visitors and staff as well as contractors on site.
Aerosols are not allowed in school because inhalation of fumes may cause problems for asthma sufferers.
Any student who brings alcohol or drugs onto school premises will be dealt with severely and her parents will be called in to see a member of the SLT or the

Headteacher. Each case will be dealt with individually, but you should be aware that such misbehaviour could result in permanent exclusion from school.

- 6 **Lunch time:** all students in Years 7-11 must remain on school premises at lunchtime, unless a parent requests permission in writing for a girl to go home for lunch. Any infringement of this rule will be punished.
- 7 **Travel:** when travelling to and from school, please remember that you represent the school and rules on uniform and behaviour still apply.

We cannot provide an exhaustive list of rules to cover every possible situation. We therefore expect you to use common sense and to abide by the Headteacher's judgement.



**APPENDIX 2
NEWLANDS GIRLS' SCHOOL
STUDENT INCIDENT REPORT FORM**

Name:

Form:

Date:

Time:

Location:

Incident:

Staff Reporting Incident:

Incident referred to: HOD () HOY () LT ()

Incident Details (If relevant, please list any witnesses or other students involved):

Once you have completed this Incident Report Form, it must be passed on for appropriate action. If the incident took place in a lesson it should be emailed to the HOD (copying in the HOY for reference). If the incident took place during recreational time it should be emailed to the HOY. Please pass this information on **as soon as possible after the event.**

APPENDIX 3

Classroom Management

The three suggested stages teachers use to deal with disruptive behaviour:

Stage 1	<p>If a student does not follow instructions, whether to follow an instruction or to correct their behaviour:</p> <p>first verbal warning: “I have noticed that you have chosen to not follow my instruction to ... this is your first warning”. Language should be really positive and encouraging, to try and encourage the pupil to make a positive choice.</p>
Stage 2	<p>Student asked to step outside the classroom, allowing them a moment to make a positive choice and re-join the lesson.</p> <p>In a quiet and brief conversation outside the classroom, teacher states that this is a second warning and that should the student not respond to this opportunity to correct behaviour or follow instruction, they will be removed.</p>
Stage 3	<p>No improvement. On-Call staff attend. This will trigger a letter home and a detention. Restorative work is then undertaken to attempt to return the pupil to the lesson, and avoid further incidents.</p>
Note	<p>Using On-Call should be seen as a very serious.</p>

Classroom Management Checklist

Every Class/Group to have a Seating Plan and a clear routine	✓
For the teacher to check uniform as students enter	✓
Lessons to begin promptly and the class register taken in SIMS	✓
Teachers and students to be prepared for the lesson	✓
The purpose of the lesson should be clear	✓
All students are enabled to participate fully in the lesson	✓
Emphasis on the positive, including praise for excellent behaviour as well as good work	✓
Extend and motivate all students	✓
Model and teach positive behaviour	✓
Follow the staged approach to managing student behaviour	✓
Use private rather than public reprimands where possible	✓
Model the standard of courtesy expected from the students	✓
Manage an orderly exit from the room at the end of a lesson	✓
Analyse the classroom management performance and develop further good practice	✓
Share good practice with colleagues	✓

Appendix 4

Rewards/Awards System

The rewards/awards system described below concentrates on whole school rewards/awards.

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-form competitions throughout the year which feed into the House Point system.

Awarding House Points

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.

House points can be awarded in multiples of 5 or 10; 5 being good, 10 being outstanding. House points are logged on Eduink. Subject teachers are also able to add House points.

- **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, an excellent achievement. It is the opportunity to celebrate success with different groups of pupils regularly (held on a Friday).

- **Reward Assemblies**

- Year groups will have three Reward Assemblies throughout the academic year. House points will be used to reward students. Improved and excellent progress reports will be rewarded in each year group, as will rewards for improved and excellent attendance and punctuality. Subject Rewards are nominated by teachers.

- **Sports Assembly**

- PE Cups and Colours are awarded for sporting achievement and commitment.
- The achievements of individual students, groups or teams are given public recognition through mention in assemblies, displays of work, *Newlands News* and reports in the local press as well as on public occasions such as productions, concerts, dance displays etc.

- **Attendance Awards/Rewards**

Key Stage 3 (Years 7 – 9)

- Certificates of attendance are awarded to girls for 100% attendance at each reward assembly. Letters of commendation are also sent home for academic excellence.
- There are also bespoke Form awards for attendance along with specific challenges.

Key Stage 4 (Years 10 & 11)

- Certificates of attendance are awarded to girls with 100% attendance at the end of the academic year. Letters of commendation are sent home for academic performance.
- Each term, bespoke attendance rewards are given.

Departmental Rewards

Department	Rewards
Business Studies & Economics	KS4 – Comments or stickers in books. Praise in the classroom.
DACT – includes Computer Science	Y7 – Y9 <i>Masterchef</i> award picture on the wall for the year. Postcards for KS3/KS4. Letters home.
Drama	Drama student of the month Y7-Y11. Praise postcards.
English - Language and Literature Media Studies	Various individual class teacher awards. Commendations for excellent work.
Fine Art & Photography	Artist of the month. Postcards/phone calls home.
Geography	House points and postcards home.
History & Government & Politics	House points and postcards home.
Mathematics	Maths Star of the Week announced in the weekly newsletter and certificates given to students each week, one from KS3 and one from KS4.
MFL	House points. Praise postcards.
Music	Bespoke individual rewards.
PE	Cups and Colours. Sticker programme for attendance at clubs. One-off awards for example consistent attendance at swimming club. Being chosen for squads.
PRE	Merit stickers in exercise books and phone calls home in praise of good work, effort and/or improvement.
Psychology	Smiley face stickers and displaying exemplar work.
Science	House points. Praise postcards. Positive phone calls home.

Appendix 5

Sanctions:

(i) Detentions

There are two forms of detention: Lunchtime Detention and After School Detention. Staff may put a student in detention for times varying from a quarter of an hour to an hour depending on the gravity of the misdemeanour and the age of the individual concerned. A detention may be given for repeated lateness to school or to lessons, unacceptable behaviour or failure to do work. Lunchtime detentions are arranged by Departments, more serious offences will trigger an after-school detention which take place on a Wednesday from 3.10pm-4.00pm. 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. HOY detentions, given by Tutors for infringements, take place on a Tuesday from 3.05pm-3.30pm and are overseen by the Tutor Team.

At least 24 hours' notice will be given to allow parents to make suitable arrangements to collect their child when the detention finishes. It is the student's responsibility to inform her parents when a detention has been given, although the teacher will also write to parents or put a note in her school planner. Should a girl be absent on the day of the detention, she must be prepared to do it on the day she returns, for a lunchtime detention, or if an after-school detention is missed, an alternative date will be arranged with her Head of Year.

(ii) Lesson/Subject Report

A student may be put on report by her Head of Year to monitor work and behaviour if either has been unsatisfactory. Similarly, a student may be put on subject report by a Head of Department to monitor their behaviour or progress in one or more subjects. Parents will be informed that their child is on report and told the reason and length of time for which this will operate.

(iii) Internal Isolation (Intervention)

Unacceptable behaviour may result in students being isolated during the school day, including at break and lunchtimes. This intervention will be followed by reflection and a restorative conversation with an appropriate member of staff.

(iv) Suspension and Exclusion

Suspension of students from school is rarely used, and always as a last resort if other sanctions have proved ineffective. However, we cannot allow any student to jeopardise opportunities for others or challenge the discipline of staff. A student may be suspended by the Headteacher, or a Deputy in their absence, for a fixed period of days. The length of suspension will depend upon the severity of the circumstances and previous behaviour record. A re-integration meeting will follow any suspension and it is likely that the student will be placed on a Behaviour Support Plan. In extremely rare cases a student may be permanently excluded. In all cases of exclusion or suspension, parents will be informed in writing of the reason for the suspension and the date upon which they should bring their child back into school. In the event of a permanent exclusion, the Governors' Exclusions panel will meet to hear why the girl has been thus excluded; the student and her parents will be invited to this meeting and may make their representations to the Governors. If Governors confirm the exclusion and parents wish to appeal against the decision they may take the matter to an independent appeals panel. More information can be accessed in the Exclusions Policy.

In the rare event of persistent misbehaviour during lunch time, a student's parents may be asked to remove them from the school premises during lunch time for a given length of time. This counts as a school suspension.

Upon return from suspension, the student's parents are expected to attend the reintegration meeting with the student to discuss, with senior staff, how the individual will approach school life differently and make a positive contribution in the future. A Behaviour Support Plan will assist with this process, so that she can be re-integrated into the school community.

(v) Searching Pupils

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. The member of staff must be the same sex as the student being searched and there must be another member of staff as a witness (if possible they should also be of the same sex as the student). The power to search without consent enables a personal search, involving the removal of outer clothing and searching the pockets, but not an intimate search going further than that.

The school is not required to inform the parents before a search takes place or to seek their consent to search the child.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and drugs paraphernalia
- stolen items
- tobacco, vape pens and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Members of staff can search a student for any item if the student agrees to the search. The ability to give consent may be influenced by the student's age or other factors.

(vi) Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. A member of staff may confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances.

(vii) Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force means no more force than is needed in the circumstances.

The Headteacher and school staff authorised by her may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, drugs paraphernalia, stolen items, tobacco and cigarette papers, vapour pens, fireworks or pornographic images.

(viii) Students' conduct outside the school gates

Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent that is reasonable" according to the age of the student and any other special circumstances that affect that student. This includes online conduct, cyberbullying or inappropriate use of social media.

Teachers may discipline students when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school

or misbehaviour at any time (including online), whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Appendix 6

Examples of Sanctions/incidents

- Truancy from school or from lessons is taken very seriously and always results in contact with parents and a detention.
- Bullying or harassment (including child-on-child abuse) of any kind will not be tolerated. Any student who bullies another student will be dealt with firmly and their parents may be called in to discuss the problem. Persistent bullying may result in suspension/exclusion. Please also refer to the school's Anti-Bullying policy and Sexual Harassment (child-on-child abuse) policy. This also refers to online bullying of any description.
- Verbal abuse of staff or of other students (including of a racial or homophobic nature) will not be tolerated. In the unusual event of verbal abuse of a member of staff by a student, the student will be taken to a member of the Leadership Team. Parents will be contacted and an appropriate sanction will be imposed. Abuse of another student will be dealt with initially by the Form Tutor or Head of Year, but may be referred to a senior member of staff, depending on the severity of the incident. Online abuse which takes place outside school should be reported to the police and reported at school.
- Any student who is caught breaking a school rule will face the appropriate sanction. If the pupil repeats the same behaviour, then they may receive a verbal warning from the Headteacher. After this warning the student could face suspension if they continue to break the rule. This includes failure to comply with school uniform rules.
- Although it is an extremely rare occurrence, physical violence in any form will not be tolerated. Any student using physical violence will be immediately placed in Intervention and an investigation will take place. Any sanction will be decided by the Headteacher, but could include permanent exclusion. Parents will be contacted.
- Any student who is caught smoking or vaping, will be put in intervention and her parents will be informed. Any girl caught in this situation on subsequent occasions would face suspension.
- Any pupil bringing an alcoholic drink onto the school premises or consuming alcohol on the school premises would face suspension and her parents contacted. If any girl is under the influence of alcohol, her parents will be telephoned and asked to collect her from school immediately and will then be expected to bring her back in to see a senior member of staff after any suspension.
- We do not allow aerosols in school because of potential danger, including possible inhalation of fumes, and the particular dangers for those who suffer from asthma. Any girl who is caught using an aerosol will have it confiscated and will be issued a detention.
- Any student bringing an illegal substance onto the school premises or using an illegal substance on the school premises would face suspension and her parents contacted. If any girl is under the influence of an illegal substance, her parents will be telephoned and asked to collect her from school immediately and will then be expected to bring her back in to see the Headteacher or a senior member of staff after any suspension. In addition, any student supplying or attempting to supply other students with illegal substances would face suspension and possible permanent exclusion.

- In the unlikely event of assault upon a member of staff or involvement in a criminal activity the student in question will face permanent exclusion.
- In the unlikely case of malicious accusations being made by students against school staff, the strength of the sanctions applied would depend on the severity of the allegations and would be decided by the Headteacher, or, if the allegations were against her, by the Governors. In serious cases, the sanction is likely to be permanent exclusion.

Appendix 7

Developing a sense of responsibility:

We aim to develop students' sense of responsibility in a variety of ways:

- Forms in Years 7-9 do a school duty week each term when they undertake a range of general duties around the school, such as clearing chairs in the dining room, and assisting with cleaning after lunch and break.
- Our pastoral programmes deal with themes such as citizenship, personal responsibility, roles and relationships within the school and the wider community, and thus supports both personal development and the reinforcement of the school ethos.
- Students are nominated for, and elected to, the School Council. The Council discusses issues which are important to students; they report back to their Year groups. They approach senior staff with proposals or concerns on behalf of everyone. As a result, charities have been supported and changes have been made to the environment, facilities and uniform.
- Students in Year 12 are chosen to serve as school prefects for the year; they help with the organisation of school events such as parents' evenings and undertake regular weekly duties in areas such as the library and the computer rooms.
- Subjects have prefects nominated by staff, to help with the organisation of competitions and events, help in junior lessons where needed/when possible and assist with/run clubs.
- Sixth Formers are also expected to take on social involvement in some form. This may involve activities such as helping younger students, or coaching junior teams or musical groups. At the same time as developing their own sense of responsibility, the older girls provide good role models for the younger girls.
- The House structure also provides many opportunities for leadership responsibilities, and creates a positive team ethos.

Appendix 8

Student Support Systems:

For those students who find it particularly difficult to manage their own behaviour, a behaviour contract may be put into operation. This agreement will be a Behaviour Support Plan for those in danger of a fixed-term suspension or for those who have been suspended and are in danger of permanent exclusion. A Behaviour Support Plan is set up to identify small, achievable steps which are regularly monitored and reviewed and to recognise success, no matter how small. It is drawn up in consultation with student, parents, and school staff. All parties work together to bring about change in behaviour.

This is a three-way agreement between the student, their parents and the school on measures that need to be taken to improve her behaviour and the ways in which she will be supported to achieve this. It is made clear to the student and her parents that breaking the contract and failure to respond to support measures will result in further sanctions. This is aimed to be a positive intervention and the student will be supported by her Head of Year.

An agreed 'time out and reset' facility is also in place between local schools. A student may be housed elsewhere for a fixed period, prior to a formal suspension, to reflect on behaviour and attitude. This is with the agreement of the Headteachers from both schools.

The school runs a Student Focus Centre (SFC) and Wellbeing Hub to support individual students. This provision works alongside the other pastoral support in the school and focuses on their emotional, wellbeing and behavioural needs.

The school works with a counsellor from No. 22 who runs groups sessions in school.

The school employs a Parent Support Advisor (PSA) to assist parents who are struggling with a wide range of issues for example, managing behaviour or dealing with mental health concerns.

Pastoral Care is the responsibility of all staff, especially the class teacher of the child concerned. Efforts should be made to build up an understanding of, and relationship with, the child. Relationships are key to behaviour management. It should also provide an awareness of any underlying problems the child may have. All staff have the support of the Headteacher in matters of pastoral care and also have access to Heads of Year, the Deputy Heads, Educational Welfare Officer, and other Local Health Authority professional support services where needed.

Appendix 9

Home – School Agreement

When a new student joins the school she, her parents and the Headteacher sign two copies of the School Admission Agreement. This sets out what the school will undertake to do for the student, what we expect from them in return and what parents can do to support in our three-way partnership.

Appendix 10

Newlands Behaviour Management Chart

Behaviour Flow Chart-2023-2024

The expectation is that behaviour is managed by the member of staff addressing it. There will always be occasions where this is not possible and so a three-stage system operates to ensure the consistent and appropriate follow up of poor student behaviour. For reference: NT (Nicki Trayte) is the Pastoral and Attendance Administrator.

Stage 1 – Classroom Teacher, Form Tutor, Break/Lunch Duty Staff

Stage 2 – Head of Department, Head of Year

Stage 3 – Leadership Team

Pre-Stage 1 behaviours are those which are managed by staff in the course of their day to day work and for which a quiet word, look, reminder or change of seat (for example) addresses the problem.

Stage 1 – Incident Form not required Issue	Consequence	Action
Repeated failure to follow instructions in lessons.	Departmental Lunchtime Detention set at end of the lesson by the class teacher	Teacher makes a note in planner / right click on SIMS to log behaviour.
Repeated failure to follow instructions at break time or lunch time.	Reported to duty staff and HOY for sanction.	HOY makes a note in planner / right click on SIMS to log behaviour. HOY Lunchtime Detention.
<ul style="list-style-type: none"> Lateness to school Uniform Incorrect equipment Any 3 infringements	Pastoral detention with tutor, 25-minute detention after school on a Tuesday	Tutor writes in planner and informs HOY. Right click on SIMS to log behaviour.
Stage 2 – Incident Form required This should be emailed to HOD / HOY and NT. Issue	Consequence	Action
Possible examples of behaviour: <ul style="list-style-type: none"> Removal to another lesson Repeated poor behaviour during break time or lunch time Failure to attend Stage 1 sanction Bullying / offensive language towards another student. Defiance requiring a call to the teacher 'on call' 	After School Detention- Wednesday 3.10pm-4.00pm	Detention written in planner by HOD/HOY with 24hrs notice given to parent/carer. Parent/carer contacted. Incident Form logged on SIMS by NT.
<ul style="list-style-type: none"> Deliberate use of a mobile phone within school (calling, texting). 	Phone confiscated by the teacher and handed to NT. Collection from NT at the end of the day. If repeated offence, collection by parent/trusted adult only.	After School Detention - Wednesday Incident Form logged on SIMS by NT. Failure to attend a scheduled detention will result in escalation by the HOD/HOY
Stage 3 – Incident Form required This should be emailed asap to Senior Link and NT. Issue	Consequence	Action
Refusal to attend Stage 2 sanction or poor behaviour whilst in detention.	Sanction discussed with Senior Link.	Detention written in planner by Senior Link with 24hrs notice given to parent/carer. Parent/carer contacted via telephone. Incident Form logged on SIMS by NT.
Possible examples of behaviour: <ul style="list-style-type: none"> Truancy / Smoking/ Vaping Fighting Swearing at a member of staff/persistent defiance Racist/homophobic behaviour/sexual harassment Vandalism/drugs/alcohol in school 	Referral to LT for decision.	The Headteacher to decide on sanction. Sanctions could include, depending on the severity of the offence, internal intervention, external suspension or permanent exclusion, at the discretion of the Headteacher. Incident Form logged on SIMS by NT.