

NEWLANDS GIRLS' SCHOOL

POLICY DOCUMENT



Behaviour Policy

LAST REVIEWED/ UPDATED	(by) Pastoral Deputy Head	June 2025
POLICY TYPE	Statutory	
REVIEW DATE	Annually – Review July 2026	

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

APPROVED	Approved by Miss Jo Capon – June 2025	
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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 based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

and is written to work alongside the School Attendance and Anti-Bullying Policies. 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 use shared language to harness students' attention and to manage classroom entry and exit.

The structure for managing sanctions is set out in our Managing Student Behaviour Chart (Appendix 9).

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

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.

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.

Staff keep parents informed of their child's progress in a variety of ways and 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) 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 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.

10) Monitoring and Review of Policy

This Policy will be reviewed at least once a year.

11) 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 (KS4 only may be permitted to do this.) If there is evidence that students are not taking care of classrooms the room will be unable to use those rooms during break and lunchtime.
- in classrooms where drinks are permitted only water may be consumed
- to move between lessons quietly and without delay
- to begin lessons standing in silence
- 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 Walk to assembly calmly and in silence and leave in the same manner.

Buildings

- 1 As you move about the building, please keep to the right in corridors and on staircases; 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. Litter must be put into the nearest bin. If you bring a packed lunch, you may eat it in the Main Hall, dining area or outside.

- 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 and visitors.
- 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 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 earrings (studs) 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.** Only the Sikh bangle (Kara) is permitted. 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 must be 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.

10. A red or black baseball cap with no writing or logos on it may be worn when outside during terms 5 and 6 and in PE lessons when the teacher allows it dependent on the activity.

Non-School Uniform Dress Code

1. Students should wear clothing appropriate for a school day. Vest tops (no spaghetti straps) and shorts are permitted if it is hot. Lycra style short (Nike pro or similar) are not suitable, nor are very short ripped style denim shorts or similar. Clothing should not be revealing. Cropped tops should not reveal the midriff.
2. Hair should be tied back.
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 during the day.

General

- 1 **Money:** you should only bring a minimum amount 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 phones of any type have to be brought into school, **they must be fully switched off while on school site.** Phones should be left in a secure personal locker throughout the school day and it is the student's responsibility to ensure that their locker is fitted with a secure padlock. If mobile phones are **seen or heard** 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, and should not be seen walking around holding them. Students bring mobile phones and any such valuable item into school at their own risk and the school cannot accept any responsibility for these.

Students are not permitted to wear a smartwatch to school.

Any confiscated mobile phone or smartwatch will be handed to the Attendance Officer or Head of Year. A detention will be issued and a parent/carer will be contacted to collect it. Confiscated mobile phones or smartwatches, **will not be returned to the student at the end of the school day, for ANY reason.** Parents or carers will need to come to school and collect the phone or watch in person from Reception, at an agreed time. Parents and students have been made aware of this.

- 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 sanctioned.
- 7 **Travel:** when travelling to and from school, please remember that you represent the school and rules on uniform and behaviour still apply.
- 8 **Toilets:** Toilets should not be seen as social spaces. Only **one** student is permitted in a cubicle at a time and toilets will be checked regularly throughout the day and by any member of staff.

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	If a student does not follow instructions, whether to follow an instruction or to correct their behaviour: Initially, remind students of your expectations. The reminder should be positively framed: e.g. "I need you to focus Amy, I know you can do this." You are not giving the student a choice but are reminding them of our high standards.
Stage 2	The warning is far more serious and should communicate where the line is and that you are in charge. "Amy, this is a warning - I need you focused now."
Stage 3	If the student is still not meeting our expectations, the student is set a subject detention. It should be delivered in a way which shows your displeasure. "Amy, you will now be in a lunchtime detention with me. We need you on board right now".
No improvement	Use the On-Call system

If poor behaviour in a lesson is persistent or disruptive the On-Call system will be implemented. If On-Call is required, a senior member of staff will be called to speak to the student and teacher. The intention is to return the student to the lesson, as soon as appropriate but in situations where this cannot be achieved, the student will be removed from the lesson. On-Call can be requested by any member of staff at any time during the school day. The requirement of On-Call will, in most cases, result in a centralised detention. Students removed twice in one day should spend 1 day in internal intervention as a consequence and parents will be informed.

Classroom Management Checklist

Every Class/Group to have a Seating Plan and a clear routine	✓
For the teacher to check uniform as students enter / when they are standing in silence waiting for the lesson to begin	✓
Lessons to begin promptly and the class register taken in Arbor	✓
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 Arbor. 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.

Appendix 5

Sanctions:

(i) Detentions

There are three forms of detention:-Subject Detention, Centralised Detention and Friday SLT Detention. Staff may put a student in subject detention for times varying from a quarter of an hour to an hour depending on the gravity of the misdemeanour. A detention may be given for repeated lateness to lessons, unacceptable behaviour or failure to do work. Subject detentions are arranged by Departments, more serious offences will trigger a centralised detention which takes 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 staff for infringements, take place on a Tuesday from 3.10pm-3.40pm and are overseen by the Tutor Team. If a student does not attend a Tuesday detention they will be given a Centralised Detention on Wednesday. If a student does not attend a Wednesday Detention they will automatically be in Detention with a member of the SLT after school on Friday.

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

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 student 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

Terminology

For clarity, this guidance will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All 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.

Schools can use reasonable force to:

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

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.

Should there be a requirement for reasonable force, restraint or seclusion to be used, this will be formally documented.

(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 their parents will be informed. Any student 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 their parents contacted. If any student is under the influence of alcohol, her parents will be telephoned and asked to collect them from school immediately and will then be expected to bring them 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 student 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 their parents contacted. If any student is under the influence of an illegal substance, their parents will be telephoned and asked to collect them from school immediately and will then be expected to bring them 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 them, by the Governors. In serious cases, the sanction is likely to be permanent exclusion.
- Significant defiance (such as running away, refusing to follow staff instructions) will be taken very seriously and will likely result in a suspension. In any school, the adults need to be in charge to ensure the safe running of the school, and students are expected to follow the instructions of all adults.

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, subject leaders and champions nominated by staff, who 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 regulate 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 behaviour and the ways in which the student 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 their 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

Newlands Behaviour Management Chart

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-level 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.

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

Level 1 – Incident Form not required	Typical Consequence	Action
Repeated failure to follow instructions in lessons. Lack of FOCUS in lessons	Department detention set at end of the lesson by the class teacher	Teacher makes a note in planner and teacher/NT logs the detention on Arbor
Failure to attend departmental detention	Wednesday after school centralised detention	Teacher emails NT NT logs detention and emails staff Tutor writes detention in planner
Repeated failure to follow instructions at break time or lunch time	Duty staff issue Tuesday pastoral detention, write in planner and duty staff/NT log on Arbor Non-teaching staff can report the incident to duty staff or HOY for sanction	Teacher/NT makes a note in planner and logs the detention on Arbor
Level 1 Infringements <ul style="list-style-type: none"> • Lateness to school/punctuality to lessons • Uniform • Incorrect equipment / missing homework 	Any 3 infringements Tuesday pastoral detention	NT emails staff and checks detention logged on Arbor Tutor writes detention in planner HOY informed
Failure to attend Tuesday or Wednesday centralised after school detention	Friday after school detention with LT	NT logs on Arbor and emails staff Tutor write detention in planner
Level 2 – Incident Form required This should be emailed to HOD / HOY and NT.	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 • 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. Form Tutor makes a note in planner Incident Form logged on Arbor by NT
<ul style="list-style-type: none"> • Deliberate use of a mobile phone within school (calling, messaging). 	Phone confiscated by the teacher and handed to NT. Collection from NT at the end of the day. If repeated offence, collection by parent only.	After School Detention - Wednesday NT logs the Incident on Arbor and informs parents Failure to attend a scheduled detention will be followed up.
Stage 3 – Incident Form required This should be passed to Senior Link asap and NT.	Consequence	Action
Possible examples of behaviour: <ul style="list-style-type: none"> • Truancy / Smoking/ Vaping • Fighting • Inappropriate/threatening online behaviour • Swearing at a member of staff/persistent defiance/recording/filming • Racist/homophobic behaviour/sexual harassment • Vandalism/drugs/alcohol in school/bringing in a weapon 	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 Arbor by NT.