

NEWLANDS GIRLS' SCHOOL  
POLICY DOCUMENT



NEWLANDS GIRLS' SCHOOL  
COURAGE COMMITMENT COMPASSION

# Behaviour Policy

LAST REVIEWED/ UPDATED	(by) Pastoral Deputy Head	June 2026
POLICY TYPE	Statutory	
REVIEW DATE	Annually – Updated review date to July 2027	

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

APPROVED	Approved by Miss J. Capon – 24 <sup>th</sup> June 2026
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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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 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 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, whole school CPD **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.

## **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 to Year 7, which includes staff visits to primary schools, New Year 7 Parents' Information Evening, our Home-school Agreement documentation and Year 7 Transition Day, our expectations of the students' behaviour are 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. Year 10 and 11 also have Parents' Information evening and the same support from the pastoral team. Transition to Y12 includes a Transition Day in June before starting in September. This day introduces them to Sixth Form expectations, the pastoral team and Sixth Form team, and supports them in building relationships with peers and teachers. Students are

given bridging work for the summer to support them stepping up into Level 3 learning. In September there is an induction day where students will undertake workshops and activities to introduce them to KS5 expectations.

#### **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**

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)**

- Anti-Bullying
- Attendance
- Safeguarding and Child Protection Policy
- Sexual Violence and Harassment Policy
- Suspensions and Exclusions Policy
- Special Educational Needs and Disabilities Information Report (SIR)
- Home School Agreement
- Mobile Phone Policy

## 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 only may be permitted to do this.) If there is evidence that food is being eaten in form rooms, then the form 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 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. Socks should be plain white, black or grey and without logos. Socks with logos are not permitted. Fluffy socks are not permitted and socks must not be worn over tights.
- 2 Headscarves must be plain navy blue or black and 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. Hair accessories must be minimal, functional, and in keeping with the school's standards of appearance. Items should not be excessively large, brightly coloured, patterned, or draw undue attention. Fashion accessories, novelty items, or headwear worn for style rather than practical purposes are not permitted. The school reserves the right to determine whether any item is appropriate and may ask students to remove non-compliant accessories.
- 3 Students may wear a (non-smartwatch) 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 Attendance Officer). Only the Sikh Kara

bangle is permitted.

- 4 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.



- 5 Occasionally students may be issued with a 'green card' from their HOY for a uniform infringement. If students arrive to school in trainers and there is not an associated medical note, they will be provided with school black plimsolls to wear for the day.
- 6 Only school related badges are permitted to be worn on the school blazer, other than at times of national fundraising.
- 7 Hair should be in a simple style and tied back if it is jaw length or longer. Only natural colours are allowed.
- 8 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. False eyelashes are not permitted in Years 7-9. If students wear heavy false eyelashes which are not discreet in Years 10 and 11, students will be asked to remove them.
- 9 Coats and scarves may be worn to and from school and are permitted outside, but should not be worn in classrooms or when dining in the canteen area or Main Hall unless directed by the Headteacher.
- 10 Hoodies are not permitted to be worn either under or over school blazers in any year group.
- 11 Sixth Form students must follow the dress code set out in the Sixth Form Handbook.
- 12 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 spaghetti straps), 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.
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; these can be kept in students' lockers. It is the student's responsibility to ensure that their locker is fitted with a secure padlock.

**2 Mobile Phones:** Students in Years 7 – 11 are prohibited from bringing any smartphone or smart devices into school. Parents / carers who wish their child to carry a mobile phone to school should refer to the Mobile Phone Policy. Any phone that is seen outside of a school bag or locker or heard during the school day (school approved or otherwise) will automatically be confiscated.

3 Sixth Form students are permitted to bring a smartphone or 'brick' phone to school and use this on site and during the school day in the Sixth Form Centre and designated Sixth Form areas. Any type of mobile phone must be switched off and placed in students' bags during lesson time and when in any other non-designated areas on site. Sixth Form students who do not adhere to this expectation will incur sanctions set out in the Sixth Form Handbook.

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 or smart device that is confiscated must be handed to the Attendance Officer or Head of Year. Follow up actions and sanctions can be found in the School's Mobile Phone Policy.

**4 Bicycles:** if you wish to cycle to school 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.

**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 any 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 (  )

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

Signature\_\_\_\_\_

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

Four stages to deal with negative behaviours

<b>Stage 1</b>	<p><b>Reminder of Expectations</b></p> <p>Initially, students are reminded of expectations. The reminder should be positively framed: e.g. "I can see most students are ready to learn, just waiting for everybody to be ready." Students are not being given a choice but are being reminded of our high standards.</p> <p>Students are given a short amount of time to demonstrate they are following instructions but if they are not, progress to stage 2.</p>
<b>Stage 2</b>	<p><b>Warning</b></p> <p>The warning is far more serious and should communicate boundaries and that the teacher is in charge. "This is a warning - we need you focused now." In most cases, the warning should be given to the individual rather than publicly.</p> <p>If the student is defiant and refusing to follow instructions at this stage, On-Call should be requested.</p>
<b>Stage 3</b>	<p><b>Subject detention</b></p> <p>If the student is still not meeting expectations, a subject detention is set.</p>
<b>Stage 4</b>	<p>If poor behaviour continues after a subject detention has been issued, On-Call should be requested. The On-Call detention will supersede the subject detention.</p>
<b>Note</b>	<p>Using On-Call should be seen as very serious.</p>

## Classroom Management Checklist

Every Class/Group to have a Seating Plan and a clear routine	✓
Class stands and the teacher to check uniform at the start of the lesson	✓
Lessons to begin promptly and purposely 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 for 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 standards 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	✓
Ensure the Newlands Teaching Essentials/Department Essentials are followed	✓

## 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/Ice Lolly 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)

- House points are awarded weekly and termly for 100% attendance. 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 individual and Form awards for attendance along with specific challenges.

Key Stage 4 (Years 10 & 11)

- House points are awarded weekly and termly for 100% attendance. 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	House points, Reward Stickers, Praise Postcards.
DACT – includes Computer Science	House points. Displaying high-quality work. Tech star of the month - Names displayed in the Tech Department and in Newsletter News. Praise in the classroom.
Drama	Praise postcards and House Points
English - Language and Literature Media Studies	House Points and phone calls home
Fine Art & Photography	Artist of the month, phone calls home and house points.
Geography	House points and postcards home.
History & Government & Politics	House points and postcards home.
Mathematics	Maths Star of the Week in Newlands House points Sparx homework leader board
MFL	House points Praise – positive verbal and written comments

Music	<p>Musicians of the year (6 awards, as presented in the Spring Concert)</p> <p>Music Hall of Fame (display for students completing grade exams, and getting full marks in KS assessments)</p> <p>House points (regularly awarded)</p>
PE	<p>Cups and Colours.</p> <p>One-off awards for example consistent attendance at swimming club.</p> <p>Being chosen for squads.</p>
PRE	<p>Merit stickers in exercise books and phone calls home in praise of good work, effort and/or improvement.</p> <p>House points</p>
Psychology	<p>Displaying exemplar work.</p>
Science	<p>House points.</p> <p>Praise postcards.</p> <p>Positive phone calls home.</p>

## Appendix 5

### Sanctions

#### (i) Detentions

Detentions may take the form of pastoral detentions, subject detentions, centralised detentions and Leadership Team detentions. Completing a detention takes precedent over attendance at any club or extra-curricular activity.

Staff may put a student in detention for times varying from 15 minutes to 75 minutes depending on the gravity of the misdemeanour and the age of the individual concerned.

**Pastoral detentions** take place on Thursday after school for 30 minutes from 3.15pm to 3.45pm. These are issued for uniform infringements including make-up and jewellery. Lateness to Tutor time will also result in a pastoral detention.

**Subject detentions** will be issued by the class teacher or Head of Department for incidents that take place during a lesson. These detentions may take place at break, lunch or after school and can be for between 15 minutes and 60 minutes and, if after school, will take place from 3.15pm to 4.15pm. Failure to follow instruction, missing equipment including PE kit and lack of homework are examples of students' actions that will lead to a subject detention. Lateness to lessons will be recorded by the Teacher and will result in a subject detention.

Unacceptable behaviour during the school day, including phone confiscation or On-Call will result in a **centralised detention** on Wednesday after school from 3.15pm to 4.00pm.

Serious behaviour incidents or missed Wednesday centralised detention will result in **Friday after school** detention from 3.15pm to 4.15pm with a member of the senior leadership team.

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.

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 and parents can also see this information on Arbor. Should a girl be absent on the day of the detention, she must be prepared to do it at a re-arranged time.

#### (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. 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 required 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. 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 may also use a wand to detect metallic items.

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 (which will include smartphones in Years 7-11)

Please note that energy drinks are not permitted in school. If students have them in school they will be asked to hand them over to a member of staff.

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. Please see the Mobile Phone Policy for further details relating to confiscation periods.

#### **(vii) Power to use reasonable force**

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 at school.. 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.

All staff 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, 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 (which will include smartphones in Years 7-11).

#### **(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
- 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 Violence and 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 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, parents will be telephoned and asked to collect them from school immediately and will then be expected to bring the student 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.

## 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.
- Students have opportunities for leadership roles including Mental Health Ambassadors, Anti-Bullying Champions, Big Sister some of which relate to specific year groups.
- 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 (known as Off Site Direction), 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 they, their parents and the Headteacher sign two copies of the Home-School 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

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-tiered system operates to ensure the consistent and appropriate follow up of poor student behaviour. For reference:

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

Level 2 – Head of Department, Head of Year

Level 3 – Leadership Team

Pre-Level 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.

Level 1 – Incident Form not required Issue	Typical Consequence	Action
Repeated failure to follow instructions in lessons.	Subject detention set at end of the lesson by the class teacher unless superseded by On-Call.	Teacher makes a note in the student's planner and logs the detention on Arbor. Parents/carers are contacted.
Repeated failure to follow instructions at break time or lunch time.	Reported to duty staff and HOY for sanction.	HOY to make a note in the student's planner and log the sanction on Arbor. Parents/carers are contacted.
<ul style="list-style-type: none"> <li>• Lateness to school</li> <li>• Uniform</li> <li>• Make-up</li> <li>• Jewellery</li> </ul> <p style="text-align: right; margin-right: 50px;">Any 3 infringements</p>	Pastoral detention with allocated teacher. 30-minute detention after school on a Thursday.	HOY informed. Detention logged on Arbor and parents/carers are contacted. Attendance Officer emails staff prior to the detention. Tutor writes the detention in the student's planner.
Level 2 – Incident Form required if investigating an incident to gather evidence or when On-Call has been required Incident Form emailed to HOD / HOY and Attendance Officer Issue	Consequence	Action

<p>Possible examples of behaviour:</p> <ul style="list-style-type: none"> <li>• Removal to another lesson</li> <li>• Repeated poor behaviour during break time or lunch time</li> <li>• Failure to attend Level 1 sanction</li> <li>• Bullying / offensive language towards another student.</li> <li>• Defiance requiring 'On-Call'</li> </ul>	<p>After School Detention - Wednesday 3.15pm-4.00pm</p>	<p>Detention written in planner by HOD/HOY with 24hrs notice given to parent/carer. Parents/carers are contacted. Attendance Officer emails a reminder to staff prior to the detention. <b>Incident Form logged on Arbor by Attendance Officer.</b></p>
<ul style="list-style-type: none"> <li>• Deliberate use of a mobile phone within school (calling, texting)</li> </ul>	<p>Phone confiscated by the teacher and handed to Attendance officer. Collected from Reception by parents at the end of the school day. After School Detention - Wednesday 3.15pm-4.00pm</p>	<p>Attendance Officer logs the detention on Arbor and informs parents/carers.</p>
<ul style="list-style-type: none"> <li>• Possession of a smartphone</li> </ul>	<p>Phone confiscated for a period of 4 school weeks After School Detention - Wednesday 3.15pm-4.00pm</p>	<p>Attendance Officer logs the detention on Arbor and informs parents/carers.</p>
<p><b>Level 3 – Incident Form required or refusal to attend level 2 sanction This should be emailed asap to Senior Link and Attendance Officer Issue</b></p>	<p><b>Consequence</b></p>	<p><b>Action</b></p>
<p>Refusal to attend Level 2 sanction or poor behaviour whilst in detention.</p>	<p>After School Detention – Friday 3.15pm-4.15pm</p>	<p>Detention logged on Arbor by Attendance Officer with 24hrs notice given to parents/carers. Parents/carers are contacted. Attendance Officer emails a reminder to staff prior to the detention. Tutor writes the detention in the student's planner. <b>Incident Form logged on Arbor by Pastoral and Attendance Officer</b></p>
<p>Possible examples of Level 3 behaviour:</p> <ul style="list-style-type: none"> <li>• Truancy / Smoking/ Vaping</li> <li>• Ongoing Bullying</li> <li>• Threatening behaviour/language</li> <li>• Fighting</li> <li>• Inappropriate/threatening online behaviour</li> <li>• Swearing at a member of staff/persistent defiance</li> <li>• Racist/homophobic behaviour/sexual harassment</li> <li>• Vandalism/drugs/alcohol in school/bringing in a weapon</li> </ul>	<p>Referral to LT for decision.</p>	<p>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. <b>Incident Form logged on Arbor by Attendance Officer.</b></p>