



Behaviour & Discipline Policy Newland School for Girls

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Introduction

Our vision, underpinned by co-operative values¹, is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. We will achieve this by delivering the highest possible standards of education, and for this we rely on the performance of all our employees. With this in mind the Trust is committed to providing staff with development opportunities and support.

The success of THRIVE is due to our employees performing at a consistently high level, through a shared passion for teaching and learning, high aspirations for student learning, with each individual continually developing and growing professionally.

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

1 Aims

The school aims to:

- foster standards of individual and social behaviour in school by developing mutual respect, so increasing self-discipline and social responsibility;
- establish and embed consistent rules so that effective teaching and learning can take place.

A positive climate for learning is responsibility of every individual. A positive climate for learning is *not just* about a behaviour policy, it is also about:

- Outstanding teaching
- An appropriate curriculum that motivates
- Positive relationships between teacher and learner
- Our inclusive school striving to meet the need of all regardless of ability and ethnicity
- Having the highest of expectations of and belief in students.
- Listening and acting on the student voice
- Staff consistently implementing the school's guidance on managing a positive climate for learning in lessons and around school
- Rewarding positive attitudes to learning

Staff have a responsibility to:

- Develop and build *positive student relationships*, making the effort to be inclusive to every student within their classroom and across the school.
- Be good role models, demonstrating the behaviours valued by the school.
 - Leading by example
 - Being forgiving
 - Using positive language
 - Actively resolving issues and building relationships
- Set high standards; to be consistent in the application of the non-negotiable rules, fairly to every child.
- Have clear and consistent boundaries.
- Praise good behaviour as well as good work, allocating N\$G dollars to reward students.
- Implement the school agreed procedures consistently
- Communicate regularly with parents/carers regarding both positive and negative attitudes to learning
- Take part in restorative practice until its successful completion

Students have a responsibility to:

¹ self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others

- Attend regularly and on time
- Have a pen, planner and a school bag
- Dress according to the uniform pledge; coats off in the school buildings and a blazer worn at all times around school
- Turn off mobile phones in the buildings and put them out of sight and on silent
- Follow instructions from staff politely, first time of asking
- Speak politely and respectfully to all, adult and child
- Strive to achieve the highest standards at all time
- Take responsibility for their own actions and seek to resolve situations and repair relationships restoratively when required.
- Communicate with staff and parents and carers to maintain positive mental and emotional well-being amongst all students

2 Objectives

In partnership with pupils, parents and governors our objectives are to:

- enforce school rules to promote safety and good order, and communicate these rules clearly to pupils, parents and governors;
- apply rules firmly and consistently with high levels of supervision, and all staff to provide a good example in their behaviour towards pupils and each other;
- provide real opportunities for children to behave with fairness, consideration and responsibility, and nurture children's confidence and self-esteem by recognising all their achievements, social, sporting, academic and non-academic;
- listen with genuine interest to children and encourage them to listen, take turns, put others first, not leave others out and abide by the rules of games;
- ensure effective classroom management with a stimulating and suitably differentiated curriculum addressing the needs of all our pupils, promptly seeking appropriate advice and assistance;
- provide as interesting and pleasant a physical environment as possible, discouraging littering and vandalism and promoting respect for our environment;
- to develop and enforce an anti-bullying policy;
- to foster an inclusive environment for all, promoting community cohesion.

3 Implementation

The school uses a form of assertive discipline, coupled with restorative practice techniques and strategies. We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour.

4 Roles & Responsibilities

4.1 Teaching Staff

All members of staff have a joint responsibility in the implementation of this policy.

Essential to this are:

- accurate and timely recording of specific issues;
- Engaging in restorative practice
- Maintaining positive and open communication with parent/carer
- seeking commonly agreed solutions;
- support from senior staff and external agencies when necessary;

4.2 Non-teaching Staff

The Teaching Assistants support children in the classroom with a consistent approach to discipline and learning. It is expected teaching and non-teaching staff deal consistently with any identified behavior issue.

5 Rewards

Rewards and praise is central to our ethos. At Newland School, students are rewarded with achievement points, (Newland Dollars N\$G) which can be exchange for items from the school shop, to purchase a variety of stationary goods, 'love to shop' vouchers, or students can buy replacement bus/lunch cards, a ticket for prom, or even food items from the cafe.

Students are rewarded in and out of lessons, for demonstrating positive attitude to learning, good leadership skills, good progress, outstanding work, or for a significant contribution in lessons.

The students are automatically rewarded 60 points each week if they have not received any referrals, otherwise these referrals are deducted from the total. The additional points awarded range from 5 points for good work, to 25 points for a Headteachers commendation and Directorate award. The points are collected and contribute towards inter House competitions, they are shared weekly through Personal development lessons and are recorded by the students in their planner.

In addition there are termly rewards for high attendance and punctuality and outstanding behaviour and half termly Pride, Aspire and excellence awards to recognise outstanding achievement in lessons by students.

6 Sanctions & Detentions

In class sanctions

As a teacher you must be emotionally intelligent in how you deal with instances of poor behaviour in the classroom, and use a range of behaviour strategies to de-escalate the situation. Positive correction is a non-confrontational approach, where mutual respect is essential to positive relationships, and students are clear of the expectations and consequences.

B1 Warning- Self-corrective stage

Teacher reminds student of the expectations, and how their behaviour is affecting them. Name on board (optional). Maintain relationship, non-confrontational, maintain dignity on both sides. Provide options for the student so that they can correct their behaviour, self-regulation. Teacher informs the student of the B1 sanction and should be recorded on SIM's at the end of the lesson.

Teacher corrective stage (B2):

The teacher reminds the student again of the expectations, teachers facilitates an alternative seat in the classroom. Tick on the consequence board (optional). Remind student of the behaviour expected and if their behaviour doesn't improve, they will receive a 30 minute detention/restorative session. Teacher informs the student of the B2 sanction, and should be recorded on SIM's at the end of the lesson.

Where required:

Directorate remove (B3) Second tick on the consequence board (optional). Teacher should inform the student of the sanction and request support to the classroom using Google Chat. Students will be removed by a Pastoral mentor, who will discuss the behaviour with the student and the student will then be placed into an alternative classroom, within their directorate. The Pastoral Mentor will arrange the detention, *(it will also appear in red on the timetable on SIM's)* and phone or text the parent to notify them of this. At the end of the day the classroom teacher will then contact parents where they feel appropriate to discuss the students behaviour.

Should they refuse the Directorate remove they'll be placed into isolation for the remainder of the period.

Teacher will update SIMs with details of the incident and the action that was taken. If the student fails to attend a B3 detention a B4 detention will be arrange for the next day. If the student doesn't attend the B4, they will be place in isolation the following day.

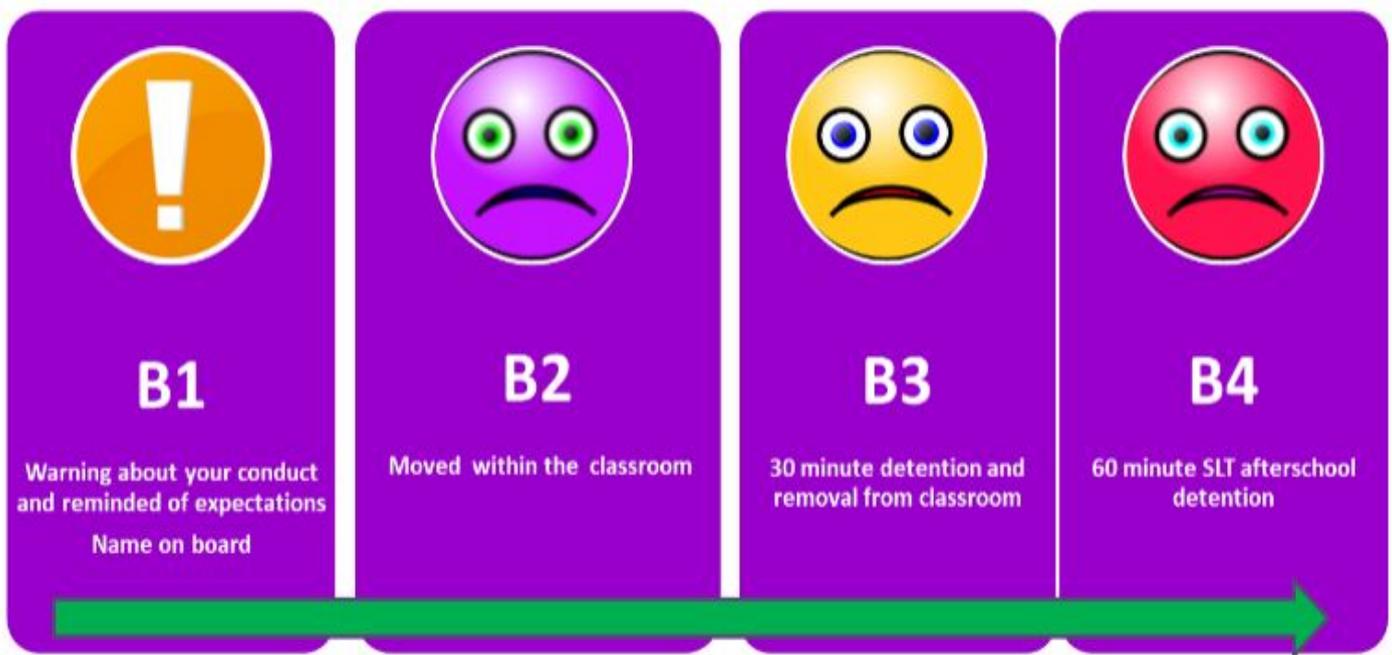
(B4) only recorded by Senior and Pastoral Mentors.

The Pastoral Mentor will make contact with parents/Carers to inform them of the outcome, and organise the SLT after school detention as necessary.

Repeat B3's and B4's during a half term would mean students are placed on SLT report and can result in the student being placed on a behaviour learning plan.

Parents will be informed of all incidents which lead to the detention, isolation and/or inclusion of their child.

It is vital that parents are kept fully informed



Smoking

The whole school is a non-smoking site and therefore no student, member of staff or visitor should smoke on the premises. Students should not bring cigarettes, matches or lighters to school and will be confiscated.

Students are taught to lead healthy lifestyles; however, we know that some will still take the risk. Students found smoking on or near the site will be asked to put out their cigarettes, and to hand over any smoking related items. The member of staff should place a referral on SIMs and inform the Pastoral Mentor who will arrange an afterschool SLT detention.

Those students found to be smoking should be referred to L. Iveson for the Smoking Cessation Programme.

Drugs and Alcohol on school site

Students should not bring drugs or alcohol on to the school site. Staff who consider that a student may be under the influence of either drugs or alcohol should contact a member of the Senior Leadership Team immediately who will investigate (this may include a bag search) and if deemed necessary arrange for the student to go home with a parent. Conversations with the parent regarding support will take place. Dealing in drugs on the school premises would be a police matter. Students caught in possession of drugs and/or alcohol, using or dealing, will be excluded from school pending a decision of permanent exclusion.

Mobile Phones

Mobile phones are allowed at school for both staff and students. It is accepted that they can be a valuable form of communication for students with their parents when travelling to and from school. This is particularly so when students are involved in after-school activities. At any time, mobile phones are NOT allowed out inside of school buildings and WILL be confiscated and taken to the main office who will contact parent. It is not appropriate for students to use mobile phones for taking and sharing humiliating photographs or videoing others being harassed.

Confiscation of Mobile Phones

Staff who confiscate a mobile phone from a student are responsible for its safe keeping. The phone should never be left unattended on a desk or placed in an unlocked drawer following confiscation. The phone must be taken personally to the school office for safe keeping as soon as is practicably possible.

A referral will be logged on SIMs by the school office

The office will keep a record of the phones confiscated and send a text home. If a student has their phone confiscated for a third time it will not be released except to a parent. The office will generate the appropriate text/email home.

Uniform including hair, nails and piercings

Students are expected to follow the school dress code.

As students enter the classroom, all staff are expected to check that students are dressed appropriately. Year leaders complete their uniform checks period 1 everyday, who then record the referral on SIM's.

Girls wearing visible and large jewellery must be asked to remove it in line with school policy, and to take off any "coloured tops", coats and scarves. All facial piercings should be removed and all jewellery should be confiscated and handed in to the main office and collected by the student at the end of the day. A referral will be placed on SIM's by the main Office, following three referral, the parent/carer will be asked to collect the jewellery.

7 Parental involvement and support

On some occasions low level persistent disruption will result in parental contact. If low level disruption continues parents will be contacted and punishments put in place.

If persistent poor behaviour occurs parents will be automatically contacted and students may be placed on a behaviour learning plan.

Restorative Practice

Fundamental to the success of these key principles is the implication and use of restorative practice. We use a restorative approach to resolve situations where harm has occurred, this could be following disagreements between peers, to the disruption or defiance caused in the classroom. Students and staff will be asked to participate in a restorative conversation, where the purpose is not to ascertain blame, but to accept responsibility for the harm cause and to resolve any issues and to repair relationships. Both staff and students are expected to fully immerse themselves in the process, and the process should be continued until a successful resolution has been achieved.

Positive Bystander

It is the school expectation that children who are witness to incidents that occur on school premises behave in a responsible manner, any pupil found to be filming an incident and sharing this on the internet will be reported to the police and excluded from school.

8 Detention

Detentions may be organised by individual teachers, directorates and Pastoral Mentors as they see appropriate. It is never appropriate to detain a whole class as a result of actions by one or a few individuals

Students should not be delayed for more than 10 minutes at the end of the school day to ensure that they catch school transport. Beyond 10 mins although the school does not have to provide 24 hours notice of a detention we will because of the travel situation. Parents are informed that the school is issuing a detention; there is no appeal against the decision to impose a detention.

8.1 Late Detentions

Whole school detentions occur at lunchtime for those students who are late to school and for those students whose behaviour has been deemed unacceptable, after school. Detention slips will be issued in a morning for all those signing in after 8.45am and detention slips will be issued. This detention will be from 12.25- 12.45.

8.2 B3 and B4 Detentions

Detentions are supervised by a senior member of staff and all detentions are recorded on SIMS. A B3 detention is 30 minutes and a B4 detention is 60 minutes.

8.3 Homework Detentions

Directorates will impose homework detentions when a pupil does not complete homework. These are generally at lunchtime but persistent failure to complete may result in an after school detention.

9 One-to-One Support

More serious offences may mean the child spends time in a room, away from their usual classroom. This is at the Head's discretion and offers an alternative to exclusion. Parents will be informed.

9.1 ISOLATION ROOM

The aim of the isolation room is to reduce the number of fixed term exclusions and to modify poor behaviour. Where possible, contact will be made in advance to ensure that the parents are fully informed to the reasons for the action. The isolation room is used for an immediate sanction, and students can be placed in the provision for a single period, or up to three days, depending on the severity of the incident.

Reasons for Inclusion

- Fighting
- Swearing directly at staff
- Persistent truanting
- Persistent defiance/disruption
- Theft/vandalism
- Failure to successfully complete - repeat day in insolation
- Anything which may be an excluded offence

Isolation supervision

The isolation room is a controlled environment within the school, and it is expected to have high standards of behaviour, and completion of all work set. A log is completed throughout the day, and needs to be successful to avoid further consequences.

Should a students' behaviour deteriorate, to the point of distracting others, their parents will be contacted for support, and students will be at risk of being suspended, before repeating the sanction.

9.2 Behaviour Support Plan

For repeated serious offences, or for those at risk of exclusion, pupils may need a Pastoral Support Plan. These are managed by the SENCO or other senior members of staff. Parents and other relevant agencies will be invited to attend these meetings. Class teachers will be expected to liaise with parents and inform parents if the child has had a good day. There will be follow up meetings dependent on the progress made by the child. These will normally occur once a fortnight, however, the final decision on timings will be decided at the PSP meeting.

9.3 Suspensions refer to Suspension policy

Suspensions are authorised by the Headteacher. A student would be suspended/ permanently excluded for repeated persistent defiance, or a serious breach of the schools behaviour policy.

In extreme cases pupils may be permanently excluded from the school. This will involve the Governing Body.

10 Pupils with Complex Emotional & Behavioural Difficulties

A range of strategies will be used to support pupils with more complex needs, to avoid exclusions wherever possible. These include:

- Individual Behaviour Plans;
- Self-esteem programme;
- Close liaison with home;
- Referral to Behaviour Referral Unit (SENCO).

11 Teaching Styles

Consistency in teachers following guidelines is very important, as is the organisation of the framework within which pupils may work. It is also true to say that children learn better and behave better when they are stimulated and challenged.

In an effective working environment one would expect high levels of industry, low noise levels, effective pupil talk and movement around the class that is work-related.

Communication between teacher and pupil is clearly important in class if pupils are to make progress.

12 Use of Restraint & Positive Handling

The Headteacher and senior management recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”.

13 Minimising the Use of Force

In order to minimise the use of force, staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using force;
- using Social and Emotional Aspects of Learning approaches to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using force when the risks involved in doing so are outweighed by the risks involved in not using force;
- using positive handling plans for individual pupils.

14 Staff Authorised to use Positive Handling where Restraint is required

Members of the School Leadership team have been trained appropriately in the use of restraint techniques ‘Team Teach’ and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made by the headteacher. If any restraint techniques are needed, details of the incident must be recorded.

14.1 Recording & Reporting Incidents

All incidents involving restraint and/or the use of significant force must be recorded using the CPOMS online system. This record must be completed on the day of the incident and include the names of all members of staff involved and any witnesses. It is the responsibility of the lead teacher involved in the incident to ensure a phone call is made to the child’s parents/carers on the day of the incident.

15 Public Sector Equality Duty

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Newland School adheres to these statutory regulations.

16 Person Responsible

Updated Autumn 2 2021

Headteacher

To be reviewed Autumn 2 2022