

# Newhaven Behaviour Policy



**This policy was revised in June 2020**

This policy is informed by the 5Rs that exemplify the school ethos and the practicalities of the expectations were formed through consultation with the wider school community. It endeavours to secure the safety and wellbeing of students and staff at Newhaven School. It is outlined in this document through the titles outlined in the 'ten key aspects of school practice' identified in the Department for Education's *Behaviour and discipline in schools* (2014).

The most effective behaviour policies are those where staff and students have a sense of shared ownership. All members of staff and young people at Newhaven are expected to maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Rewards and sanctions will be applied consistently. All behaviour is a form of communication and has meaning; to manage our behaviour we must understand why we do what we do. Wherever possible, the emphasis will be on reaching agreement as to the causes of any given behaviour.

## **A School Behaviour Policy in maintained schools**

### **What the law says:**

The Head Teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work;
- regulate the conduct of students.

When deciding what these measures should be, the Head Teacher must take account of the Management Committee's statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the Management Committee which may include the following:

- screening and searching students;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour;
- pastoral care for staff accused of misconduct.

The Head Teacher must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

- Teachers' disciplinary powers include the power to discipline students even when they are not at school or in the charge of a member of staff.
- The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

## 1 CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

1.1. For a positive behaviour system to be successful it must be consistent in its approach and application. This behaviour policy was formed through consultation with the student council and a working party that included SMT, an educational psychologist, a safer schools police officer and staff from Newhaven School.

1.2. All members of staff are expected to uphold the principles and processes outlined herein. Essential to this is challenging students who fall short of the expectations. This is of paramount importance in or out of class. Expectations must also be upheld when students are representing Newhaven School at sporting fixtures, community projects, work experience or on trips.

1.3. Our aim is for students to become:

**Resilient;** *"I will remain focused and positive."* Students who are **Resilient:**

- remain focused and on task
- set themselves challenging targets
- have a positive attitude
- find interest in what they are doing

**Resourceful;** *"I will use my imagination and try new ways of learning."* Students who are **Resourceful:**

- learn in different ways
- use their imagination
- take risks
- use their initiative

**Responsible;** *"I will show that I know right from wrong. I will work well in a group."* Students who are **Responsible:**

- work effectively as part of a team
- plan ahead
- get on with it
- know right from wrong

**Reflective;** *"I will treat others how I would expect to be treated."* Students who are **Reflective:**

- learn from mistakes
- improve through practice
- ask good questions
- put themselves in other people's shoes

**Respectful;** *“I will improve through practice and feedback.”* Students who are **Respectful:**

- treat others as they expect to be treated themselves
- show kindness and courtesy
- are prepared to compromise
- respect differences

This document is the policy that outlines the processes and procedures for managing behaviour consistently across the school.

## **2. STRONG SCHOOL LEADERSHIP**

**2.1. The Newhaven Management Committee** is dedicated to delivering high standards of behaviour. The students will be able to voice their opinions about behaviour in school and help to create school policy. The Head Teacher and the SMT will have a high profile amongst the students and develop positive relationships that will enable a more personal approach to dealing with unacceptable behaviour. The Head Teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable conduct will be dealt with promptly and effectively to ensure that learning is not disrupted and that student and staff emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

## **3. CLASSROOM MANAGEMENT**

### **3.1. YOUR BEHAVIOUR – YOUR CHOICE**

Consistent and structured classroom management is central in promoting good behaviour and giving our students the best chance to achieve their potential. Expectations of student behaviour should not diminish around the school building, on trips or during break and lunchtimes. At Newhaven school we expect all classrooms to have:

A **routine** of meeting students at the classroom door to ensure they are ready to learn (3.2.)

- An **“If you are late, knock and wait”** poster displayed on the classroom door
- A **“My Lesson Today”** poster detailing the potential scores for that lesson; **1, 2, 3** or **4** (3.3.)
- A **“Top 5 Classroom Expectations”** poster on display, to be used to reinforce positive behaviour throughout each lesson. This can be used in conjunction with the PowerPoint banners provided to all staff (3.4.)
- A **“Newhaven Student Dress Code”** poster (3.5.)
- A **“Newhaven Mobile Phone Policy”** poster (3.6.)
- A predominantly positive tone; emphasis on rewards rather than sanctions

**3.2. “Are you ready to learn?”** At the start of each lesson students should be met by their teacher in the corridor. This allows for a smooth transition between lessons and gives an opportunity to reinforce behaviour expectations. Expectations concerning uniform, phones and drinks can also be reinforced before students are allowed to enter the classroom.

At Newhaven School we are committed to promoting a healthy lifestyle. Hydration is essential for optimum brain function. Students are permitted to carry **drinks** with them as long as they are 500 millilitres or less, do not have a high sugar content or contain caffeine or taurine. SMT will make the final decision on acceptability; drinks that are not permitted will be confiscated.

**3.3. My Lesson Today.** This poster outlines the possible scores for each lesson.

1. – **Expectations Exceeded** (3 achievement points)
2. – **Expectations Met** (1 achievement point)
3. – **Expectations Not Met** (recorded on SIMS)
4. – **Unacceptable Conduct** (action is required)

The students should be made aware of their score throughout the lesson and on leaving the lesson. The scores should be recorded on SIMS. A score of **1** or a **4** must have a comment.

Staff must ensure that they discuss in debrief any **1's** or **4's** that they have awarded/issued to students. The majority of staff must be in agreement that the behaviour/achievement displayed for the **1** to be awarded must have exceeded expectations.

**3.4. Top 5 Classroom expectations.** These are based on the 5Rs:

**Resilient;** *“I will remain focused and positive.”*

**Resourceful;** *“I will use my imagination and try new ways of learning.”*

**Responsible;** *“I will show that I know right from wrong. I will work well in a group.”*

**Reflective;** *“I will treat others how I would expect to be treated.”*

**Respectful;** *“I will improve through practice and feedback.”*

**3.5. Newhaven Student Dress Code.** We are proud of our students and we expect them to take pride in their appearance – first impressions count. The uniform must be worn at all times when on the school premises.

The uniform consists of:

- predominantly black footwear
- black trousers, leggings or skirt
- a white shirt, tucked into trousers or skirt (*shirts do not need to be tucked into leggings*)
- a house tie of acceptable length
- a Newhaven jumper or black cardigan supplied by school
- a Newhaven blazer for Year 11 students

The following items must not be worn inside the building:

- hats, caps, scarves or gloves
- non-religious head wraps/scarfs; bandannas are not to be worn
- non-Newhaven jumpers, cardigans or hooded sweatshirts
- coats or jackets

### **3.6. Use of Mobile Phones.**

- Mobile phones are allowed in school but can only be used at break times and lunchtimes.
- Music must not be played aloud through speakers at any time.
- Mobile phones must be on silent and in bags/pockets during lesson time.
- If a phone is taken out during a lesson, or if a phone in any way disrupts the lesson, the teacher will give a warning and ask for it to be put away.
- If it is taken out again, or if it disrupts the lesson again, the teacher will follow these steps:
  - Remind the student that they've had a warning, ask for the phone and put it in a safe place for the rest of the lesson
  - If the student refuses, HOD/PM/SMT will be called and your phone will be confiscated for the rest of the day
- Following these steps, if the student refuses to hand in the phone to any member of staff, they will be sent to the Restart room.
- On the next school day, the student must hand their phone in to the office and it will be returned to them at the end of the day.
- Portable speakers are not to be brought into school, students found with portable speakers will be expected to hand them in for the remainder of the school day.
- Headphones are not to be worn or used in lessons, unless, students are instructed by the class teacher and the use of them is connected to the topic and learning taking place within that classroom environment
- Headphones should not be on display

### **3.7. Toilet Policy.**

- There are no times that a pupil cannot go to the toilet, however, it is at the teachers discretion and preferably, pupils should start in the classroom and be allowed to go, one at a time, once the corridors are clear and the class is settled. If no support is available, pupils may need to wait until another staff member can oversee the pupil using the toilet.

## **4. REWARDS AND SANCTIONS**

**4.1. Mentoring/Assembly** sessions will be held fortnightly. This is to allow students to reflect on their behaviour with the help of their mentor. It will be followed by a rewards assembly where those who accumulated significant Achievement Points (APs) will be celebrated.

**4.2. Communication** that is clear and timely, between staff and families, helps to support the smooth running of the school and promote good behaviour. Routine attendance at morning briefings and afternoon debriefs allows the entire staff team to share information and make use of combined expertise to analyse behaviour. Informal conversations throughout the day are also critical.

**4.3. Rewards** are used as a means of recognizing good academic work, good attitude to work, team working, attendance and punctuality.

- Verbal praise
- Written dialogue in books and displaying students' work and achievements
- Positive phone calls home to parents or carers
- Subject-based postcards home
- Fortnightly bronze, silver or gold certificates if students have accumulated 30, 40 or 50 APs.
  
- Achievement Points will lead to tangible rewards, such as:
  - Vouchers
  - Meals out

**4.4. Sanctions** are an essential part of the behaviour policy; serving to communicate when a student's conduct has become unacceptable and to show that when behaviour goes beyond the remit of the classroom teacher action will be taken. Sanctions will be monitored daily in staff debrief and during fortnightly mentoring sessions.

- **A tailored approach** to each episode of unacceptable conduct will allow us to better meet the needs of each and every student at Newhaven School. Although consistency is an essential principle of the policy it is clear that it is not possible to respond to negative behaviour in the same way for every time.
- **Understanding** why a sanction has been issued is essential in order to allow students to modify unacceptable conduct. A member of staff must discuss the behaviours that led to the conduct and communicate this to the student's guardian and mentor. Staff should never punish an entire group unless each individual has displayed unacceptable conduct.

Most importantly, we use '**resets**' on a daily basis: if a student has been rude to a member of staff, has refused to work or failed to follow instructions, we expect that student to apologise for their behaviour. Sometimes this is immediate and at other times this can take place 24 hours later. Failure to 'reset' may result in students being parked for lessons involving that teacher or being referred to Restart.

Current sanctions in use at Newhaven School:

- Catch up sessions for lateness after AM registration
- Removal of mobile phones, in accordance with the guidelines set out in this document
- Referral to the Restart Room
- Stop and Search – for "prohibited" items
- Temporary referral to alternative provision within the Borough of Greenwich
- School based community service
- Compensation; sought by the school for any damage to property

#### **4.5. Internal Exclusions.**

Where it is necessary to remove a student from their classrooms for a period of time, owing to unacceptable behaviour, the Restart Room will be used. This will allow students to reflect on their behaviour and catch-up on any work missed during lesson time. Targeted intervention will take place at the appropriate time with the Restart Officer/Pastoral Managers and the student. Please refer to the Restart Room Operating Instructions detailing how the facility will run.

#### **4.6. External Exclusions.**

Where a student's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of The Management Committee who will rule on their viability as a student at Newhaven School. As part of our positive behaviour strategy the school is committed to using internal exclusions as much as possible before moving to the formal terms of our Exclusions Procedure.

#### **5.0. Students leaving site**

Students who choose to leave site without real reason are not allowed back on site. However, there are grey areas; for example, some students may run out of school distressed and upset, realise their mistake and want to return to do the right thing. As with most of our practice, individual need and circumstance is taken into account.

The final decision as to whether a student is allowed back on site rests with SMT.

For clarification; 'site' means beyond our gates.

### **5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR**

**5.1.** Strategies are put in place to tackle low level disruption in class which are matched to the student's particular circumstances.

**5.2.** Positive behaviour, safety and wellbeing is promoted through the RSHE curriculum, external projects, assemblies, modeling by staff, regular conversations with pupils and close contact with parents.

#### **5.3. Break and Lunchtime**

- Behaviour during morning and afternoon break times is monitored by the staff on duty
- Staff are expected to report promptly for duty and be in their identified key positions across the school
- Issues are referred to Heads of Departments or SMT as appropriate
- To promote positive lunchtimes inter-house games, extracurricular activities and break-out areas should be used as much as possible to occupy students and reduce the amount of "down-time"

### **6. STAFF DEVELOPMENT AND SUPPORT**

**6.1. Development.** Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice. The Head Teacher will ensure that staff are kept up to date with DfE publications and guidance. The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that student organised by our SENCo.

**6.2. Support.** It is the HOD & SMT's responsibility to support staff, particularly when there is a student with challenging behaviour in the class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff'** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## **7. PUPIL SUPPORT SYSTEMS**

**7.1.** At Newhaven we understand that how a student behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A student who is withdrawn
- A student who is unkempt
- A student whose attendance and punctuality deteriorates
- A student who is unable to concentrate on classwork
- A student who may become disruptive and/or aggressive in class

**7.2.** In such cases any emotional / behavioural difficulties should be determined. Students will be given the opportunity to express their thoughts and feelings with a chosen adult. We may also take the decision to refer to an outside agency, such as the School Nurse, CAMHS or the EP service for additional support. If any staff member is concerned that there is a Child Protection issue, they should immediately refer this to the Child Protection Officer

**7.3.** Teachers, support staff and Pastoral Managers will monitor changes in student behaviour and identify any concerns to their SMT link.

## **8. LIAISON WITH PARENTS AND OTHER AGENCIES**

**8.1.** Working with parents is an important part of supporting students with their behaviour. At Newhaven we make sure that parents are informed of



incidents involving their children, especially where this behaviour is of a serious or of a continuous low-level nature.

**8.2.** Parents are actively encouraged to be involved in their children's education at all times.

They will have an influence on their child's behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the School's Home/School Agreement where parents/carers are encouraged to sign a commitment to the ethos and work of the school.

**8.3.** The School has strong links with external agencies such as CAMHS, EP, Early Help, Social Workers, Attendance Advisory. The school employs its own clinical psychologist to work across sites.

## **9. MANAGING PUPIL TRANSITION**

### **9.1. Assessment Centre**

We work closely with feeder-schools to gather as much information as possible about new students entering Newhaven to make it a positive start for the student and parents/carers. Students spend around six weeks in the Assessment Centre where base line assessments for core subjects are carried out as well as assessments for personal health and wellbeing. Behaviour expectations are made clear at the outset and a pupil profile is written when the student leaves the facility. This profile informs staff of key behaviours, both positive and negative, as well as strategies to be used in the classroom.

**9.2.** Transition back to mainstream or into the main part of the school only takes place once it has been decided by the student, Assessment Centre Coordinator and SMT that the student is ready. The transition arrangements are generally gradual and are carried out in conjunction with parents or carers.

## **10. ORGANISATION AND FACILITIES**

Any space used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the student or bringing him/her back to a more rational state. Spaces include:

- The Pastoral Managers offices
- The playground
- The Restart Room
- The lower and upper halls

## **11. PHYSICAL INTERVENTION**

Physical intervention is discouraged at Newhaven and will only be used as a last resort to stop significant harm from the pupil to themselves or to others. This does not apply to property. All staff are trained in de-escalation techniques and these should be employed in all situations which are likely to become violent. Wherever possible staff should call SLT for support under such circumstances as soon as is possible. A small number of staff in Gardens are trained in restraint techniques, however it is the

responsibility of all staff to keep our students safe and to use the minimum amount of contact and force needed to enable this.

## 12. SCREENING AND SEARCHING

School staff can search a student for any item if the student agrees. (The ability to give consent may be influenced by the child's age or other factors). Head Teachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that a member of staff suspects has been or may be used to commit an offence
- any article that may be used to cause an injury or damage to property

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: ***“Screening, searching and confiscation – Advice for Head Teachers, Staff and Governing Bodies, 2014”***.

## 13. BULLYING/CYBER BULLYING

Our policy regarding bullying and cyber bullying is set out in the Newhaven Anti-Bullying Policy.

### REFERENCES

My Lesson Today Poster  
Top 5 Classroom Expectations  
Poster Newhaven Student Dress  
Code Newhaven Mobile Phone  
Policy Restart Room Operating  
Procedures Use of reasonable  
force  
Exclusion Procedure

Managing Challenging Behaviour – some helpful tips  
Your Behaviour – Your Choice Guidance Notes  
*DfE Behaviour and Discipline in Schools February 2014*  
*DfE Searching, screening and confiscation – February 2014*  
*DfE Dealing with Allegations of Abuse against Teachers and Other Staff*