



Hollingworth
Learning Trust

A Hollingworth Learning Trust Academy

NEWHOUSE ACADEMY

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

The aim of the Behaviour for Learning policy is to clarify expectations for students at Newhouse Academy. It makes clear the consequences of unacceptable behaviour in the classroom and around the building. Its purpose is to create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment. The policy aims to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of poor behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Provide examples of what we consider to be unacceptable behaviour

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteacher and school staff, 2016](#)
- [Behaviour in schools: advice for Headteacher and school staff 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school It is also based on the Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Bullying (Definitions)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Emotional: - Being unfriendly, excluding, tormenting

Physical: - Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including taunts, gestures, graffiti or physical abuse focused on a particular characteristic e.g.

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based

Sexual: - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Direct or indirect: - verbal Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying: - Bullying that takes place online, such as through social networking sites messaging apps or gaming sites

For more information on bullying and child on child abuse, please visit the Academy's website to view our Anti-Bullying Policy.

4. The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5. The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

6. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7. Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

8. Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines (e.g. uniform policy – Under review)
<https://newhouseacademy.co.uk/uniform-and-equipment/>
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

The expectations of students are made clear through the Code of Conduct set out below, which is based on the school's core values of Aspiration, Integrity and Respect.

9. Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards

10. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises (e.g. during school operating hours) or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Planned approaches/measures may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (e.g. nurture rooms) where student can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was able/unable to understand the rule or instruction?
- Whether the student was able/unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Student with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Mobile phones

For their safety, the unsanctioned use of mobile phones by students is prohibited within school premises (this includes the school yard and playing fields).

Whilst we understand that most students own a mobile phone and accept that some students are encouraged to bring phones into school for safety reasons, these mobile phones should be switched off prior to entering school and switched back on only after exiting the building at the end of the school day.

For more information on mobile phones, including sanctions, please visit the Academy's website to view our Mobile Phone Policy.

14. Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation - any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

The following is a list of banned items for which a search may be made (Section 550ZA of the Education Act 1996):

- knives and weapons;
- alcohol;
- Illegal drugs;
- stolen items;
- 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 property of any person, including the student concerned
- an article specified in regulations (The Schools Regulations 2012):
- tobacco and cigarette papers;
- fireworks
- pornographic images

In Newhouse Academy e-cigarettes and vapes are also banned, as is the sale of items by students e.g. drinks, chocolate etc. on school premises.

The academy reserves the right to ban any item (even if not listed above) if it jeopardises the health, safety and/or wellbeing of staff, students or the community or affects smooth running of the academy.

For further information on confiscation and searches please visit the Academy's website to view our Search Policy.

15. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please visit the Academy's website to view our Child Protection and Safeguarding Policy.

16. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Please visit the Academy's website to view our Acceptable Use policy.

17. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / member of the senior leadership team / pastoral lead] will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please visit the Academy's website to view our Child Protection and Safeguarding Policy.

19. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please visit the Academy's website to view our Child Protection and Safeguarding Policy.

20. Training

Newhouse Academy delivers ongoing training and Continuing Professional Development to ensure that all adults with the organisation are compliant with academy's policies and current legislation.

As part of their induction process, our staff are provided with regular training and updates on:

- Safeguarding and child protection
- Health and safety
- Behaviour management
- Teaching & Learning
- The needs of the pupils at the academy (including literacy)
- SEND and mental health needs (including their potential impact on behaviour)

21. Code of Conduct and Expectations of OUR Students

This code of conduct sets out the expectations of OUR students in classrooms and around the school.

Aspiration:

Students are expected to show they are OUR PEOPLE by:

- Attending school, being on time to lessons and being ready to learn
- Being correctly dressed and equipped for the lesson with pens, pencil, ruler, rubber and other equipment needed to take part in learning
- Knowing what you need to do to improve in each subject area
- Trying your best in lessons and completing the work set
- Challenging yourself to complete additional / extension work and homework

Integrity:

Students are expected to show they are OUR PEOPLE by:

- Doing the right thing, even when adults are not looking
- Considering others and by trying to put others first

- Speaking to adults in the school if you have a problem, rather than confronting peers
- Being honest and admitting when you have got things wrong
- Understanding that by not adhering to this code of conduct, you have broken the school rules

Respect:

Students are expected to demonstrate they are OUR PEOPLE by their actions:

- Respect for British values such as the rule of law, justice and freedom from prejudice
- Respect for adults in the school
- Respect for the rights of teachers to teach and other pupils to learn
- Respect for others regardless of gender, ethnicity, religion or sexuality
- Respect for the school, the facilities and equipment

All people in the building are responsible for the health and safety of themselves and others and therefore behaviour that potentially places individuals or groups at risk of harm will be considered a breach of this code of conduct.

21.1 Responding to Behaviour

- Where possible, teachers are expected to be at the classroom door to meet and greet their class and to encourage other students to get to their lessons on time. The greeting will set a positive tone for the lesson.
- A 'do now' activity will be ready for students to start as soon as they arrive in the classroom, so that they have something to be getting on with.
- Staff will have a seating plan for each classroom, which may be changed during the course of the year. The seating plan will avoid social seating and is designed to meet a student's needs. Students must adhere to this seating plan.
- The expectation is that when teachers are talking to the class, students must be quiet and facing the front of the room. Teachers will get the attention of all the class before giving instructions.
- Teachers are expected to settle the class with general reminders about expectations before issuing any warnings, unless the behaviour of individuals prevents the class from settling.
- Students whose behaviour is not complying with the code of conduct will receive a warning. It will be made clear to the student (using reference to the Academy's core values) why the warning has been given.
- The next warning for a breach of the code of conduct will result in the teacher pressing the on-call button on Bromcom and/or requesting the support of the on-call member of staff. Students whose behaviour has breached the code of conduct, thereby resulting in teachers requesting the support of on-call, will receive a 30-minute detention at the end of the school day.
- The teacher will be expected to record the reason for contacting the support of on-call in Bromcom and to contact the parents/carers of the student before leaving the building at the end of the day.
- The teacher will endeavour to speak to the student about the incident and their future expectations before the next lesson.
- Students will be required to wait in the classroom until on-call arrives (students should not be sent out of classrooms, unless keeping that student in the lesson places the teacher or other students at risk).

- Upon arrival, the on-call member of staff, in consultation with the class teacher, will decide whether the student remains in the room after being spoken to or removed.
- If the student needs to be removed, the on-call member of staff will be responsible for rehousing the student (the class teacher will be expected to provide work for the removed student).
- If on-call is called out to the same student twice in one day, the student, in addition to the 30-minute detention for the first call-out, will receive a 1-hour SLT detention on the Friday of that week.
- If on-call is called out to the same student three times in one day, the student, in addition to the 1 hour SLT detention for the second call-out, will also be either suspended or required to spend time in our isolation room (internal exclusion).
- Parents will be informed of sanctions via the school's messaging system and students will be collected by their HOY or a duty member of staff towards the end of the school day.
- If a child refuses or chooses not to attend the 30-minute detention (without permission or a justifiable reason), the student will be placed into a 1 hour SLT detention on a Friday evening. Failure to attend the 1 hour SLT detention will result in the student being placed into the isolation room on their return to school.
- Students will normally be given a slip to remind them about their SLT detention and will be expected to turn up to the hall at the end of the school day to complete the sanction.
- Students who fail to complete the 1 hour SLT detention will be expected to complete this the following week (even if they have served time in the isolation room as a consequence).
- More serious behaviour will result in the students being immediately removed from the classroom by on-call or a senior member of staff. This would include violent or aggressive behaviour, verbal abuse of/to a member of staff, verbal abuse of/to another student etc. Sanctions for students whose behaviour is more serious may include time in isolation or a suspension (for more information about suspensions, please refer to the DfE guidance on exclusions <https://www.gov.uk/government/publications/school-exclusion>
- Repeated poor or disruptive behaviour will result in further behaviour management strategies including; mentoring, report cards, SEN assessment, involvement of outside agencies, time spent in isolation, suspension or permanent exclusion.
- Students who spend time in isolation will typically spend 1 day for a first offence, two days for a second offence, three days for a third offence etc.
- The academy reserves the right to re-set the isolation logs each half-term
- Reasonable adjustments to isolation will be made to support the mental health or SEND needs of students (these include SEMH, behaviour Management or SEND breaks/support sessions out of the isolation room).

NOTE:

If a student fails to complete the 1-hour SLT detention, they will be required to complete the original 1 hour SLT detention the following week (in addition to any escalated sanctions they may have received as a consequence e.g. isolation or suspension).

If a student refuses or fails to complete the agreed amount of time in isolation, they will be suspended and will be required to complete any outstanding time in isolation as part of the readmission process and before returning to lessons as normal.

21.2 Lateness to Lessons

It is an expectation that students are to be in lessons and off the corridors within 4 minutes of the bell sounding. Any student found on corridors (without permission) after the 4-minute alert has sounded will be placed into the 30-minute detention that night.

If a student is sanctioned twice in the same day for lateness to lessons or for a combination of lateness and other misdemeanours, the student, in addition to the 30-minute detention for the first sanction, will receive a 1-hour SLT detention on the Friday of that week (see above).

21.3 Lateness to School

Students who are late to school will be required to complete a 30-minute Year Group Detention that evening (see section 19.5).

Students who are late to school on two occasions in the week will be required to complete a 1 hour SLT detention on Friday evening (see section 19.5)

Students who are late on three or more occasions will complete time in the isolation room (see Sections 19.6 and 19.7) and the outstanding 1 hour SLT detention.

The pastoral and attendance teams will continue to work with students and families to prevent persistent lateness to school.

21.4. Behaviour around the building before school, at break time, lunch time and between lessons

Anti-social behaviour is unacceptable and will be challenged whenever it occurs.

Students are expected to move around the building calmly and safely. Running on corridors and boisterous behaviour such as play fighting is unacceptable and will be challenged and, where appropriate, sanctioned. The same applies to students found in out of bounds areas of school during unstructured times.

It is an expectation that all colleagues challenge, record and/or report inappropriate behaviour when they see it. The behaviour we walk past is the behaviour we accept. SLT and Heads of Year will be available to support at changeovers and during unstructured times

21.5 Supporting students following a sanction

The academy operates on the principle that if a student refuses to acquiesce to a particular sanction, as well as completing the escalated sanction, the student (as is the case with the 1 hour SLT detention and the academy's use of isolation – see above) will be required to complete the sanction they refused or failed. However, following the completion of the imposed sanctions, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

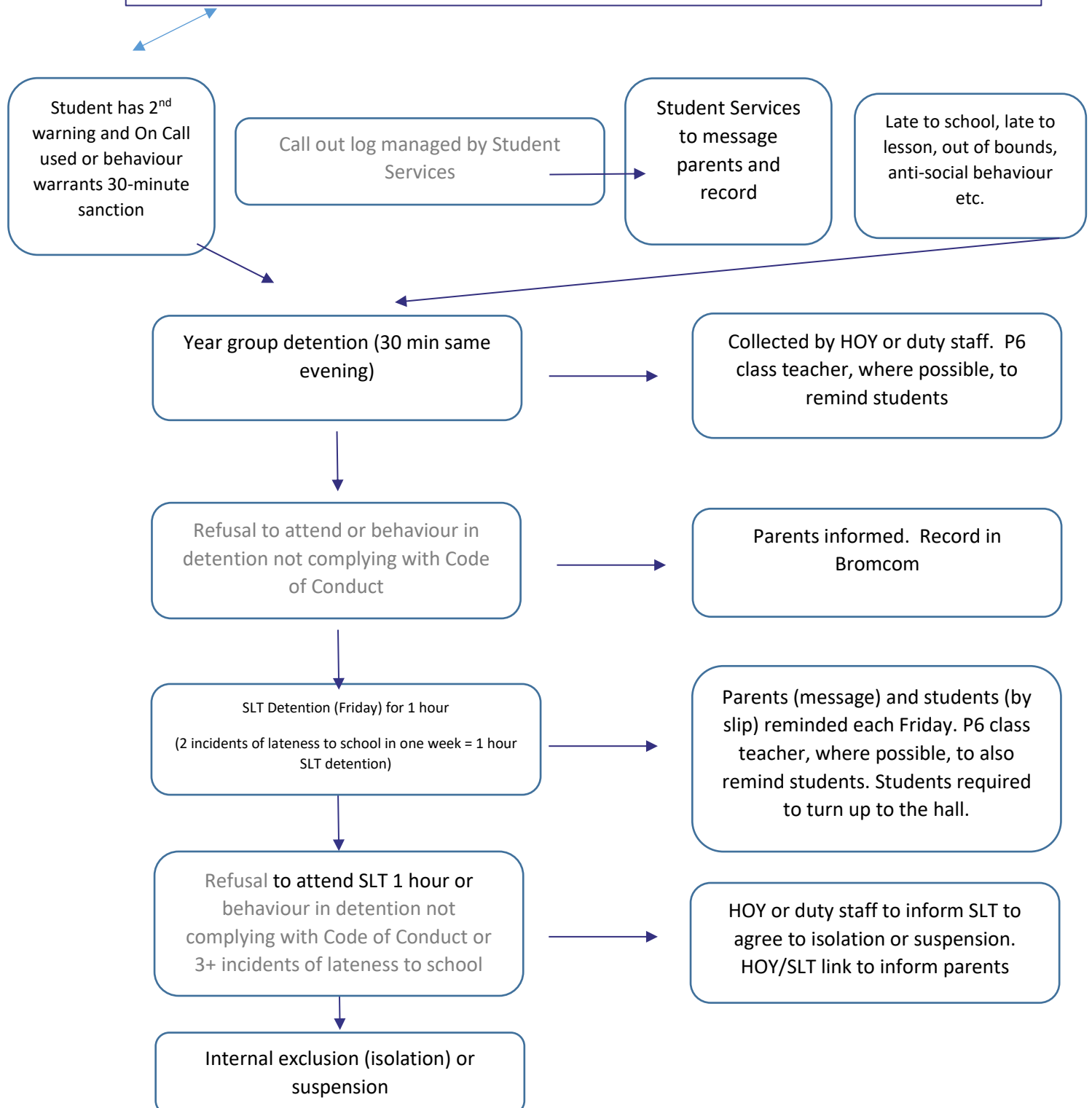
This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- Pastoral Support Plans
- Report cards with personalised behaviour goals

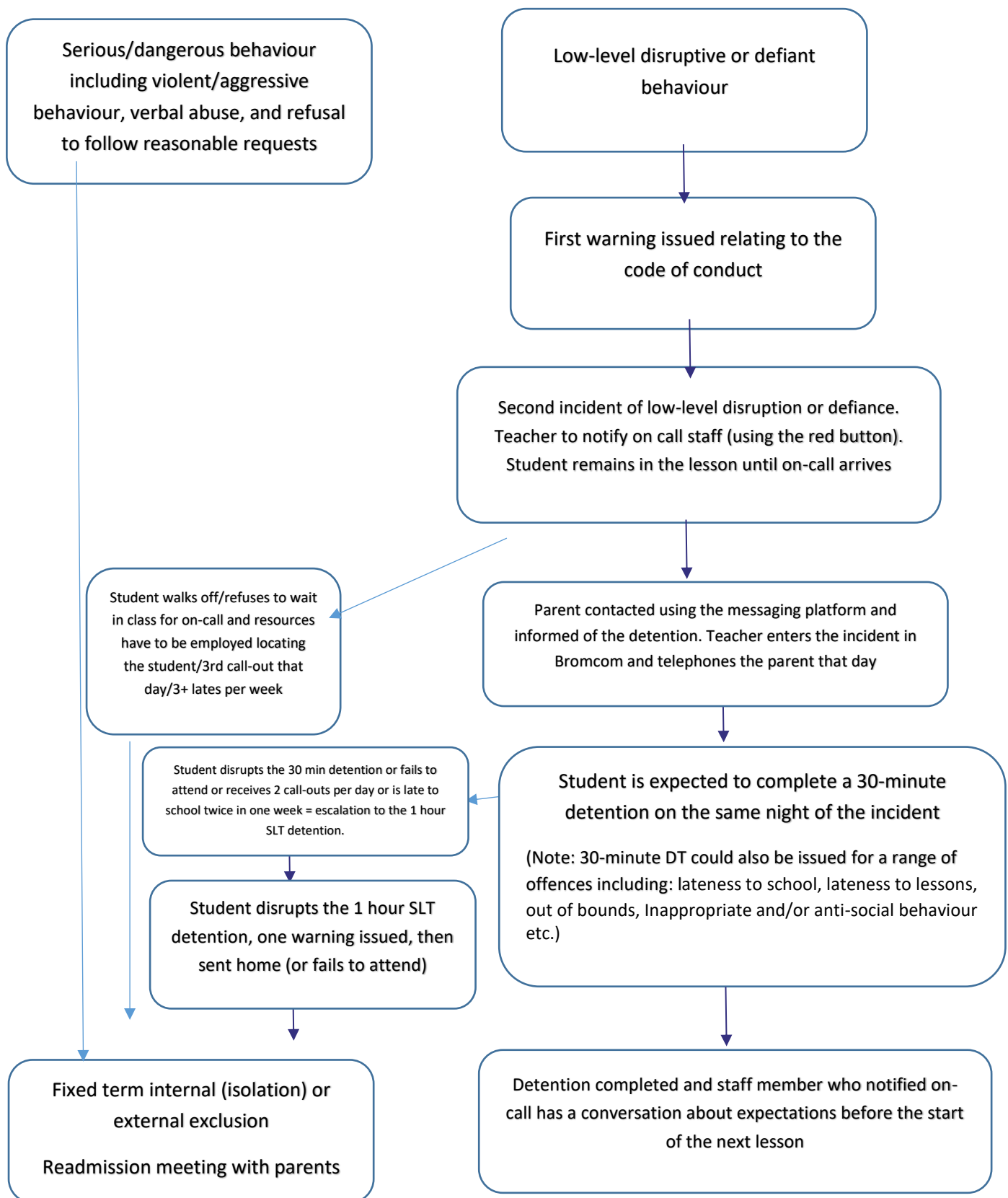
21.6 Year Group Detention Flow Chart

Students may be placed in a 30-minute Year Group detention for a range of offences, including:

- Behaviour in the classroom resulting in the use of on-call
- Lateness to school (NOTE: 2 incidents of lateness to school in one week = 1 hour SLT detention. 3+ incidents of lateness to school in one week = time in isolation + a 1 hour SLT detention).
- Lateness to lessons
- Out of bounds
- Inappropriate or anti-social behaviour



21.7. General Behaviour Flow Chart



Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by pupils and staff.
- The Exclusions Policy outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Headteacher, Senior Leadership team and Governing body also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.