Newhouse Academy

Hollingworth Learning Trust

A Hollingworth Learning Trust Academy

Behaviour Policy and Statement of Behaviour Principles For the academic year 2026 to 2027

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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 in schools: advice for Headteacher and school staff 2024
- The Equality Act 2010
- Keeping Children Safe in Education
- https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf
- 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 AND CHILD-ON-CHILD ABUSE

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 protected characteristic e.g.

    - Racial
    - Faith-based
    - Gendered (sexist)
    - Homophobic/bi-phobic
    - 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

- Child-on-Child Abuse: - Inappropriate behaviours between children that are abusive in nature, including physical, sexual or emotional abuse, exploitation, sexual harassment, all forms of bullying (see above), coercive control, hazing/initiation rituals between children and young people, both on and offline, including that which is within intimate relationships (adapted from Keeping Children safe in education).

- For more information on bullying and child-on-child abuse, please visit the Academy's website to view our Anti-Bullying Policy, https://newhouseacademy.co.uk/policies/

4. THE GOVERNING BOARD

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

5. THE HEADTEACHER (LEADERSHIP AND MANAGEMENT)

The Headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Ensuring that the SLT is highly visible
- 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 and safeguarding 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
- Support 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)
- 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
- AIR Points
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies, recognition events 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 student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

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

Sanctions may also be applied where a student 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 student
- 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 student is under the lawful control of a staff member (e.g. on a school-organised trip).

11. RESPONDING TO MISBEHAVIOUR FROM STUDENTS 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
- Access to The Aspire Centre and provision to support emotional regulation

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 students. Members of staff should always be encouraged, in the first instance, to try de-escalate or prevent the need for physical interventions. However, all members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 student, including SEND, mental health needs or medical conditions.

13. MOBILE PHONES

The **Department for Education (DfE)** mandates that all state-funded schools in England must operate as **mobile phone-free environments by default** throughout the entire school day. While previously advisory, the policy is transitioning into a **statutory legal requirement** with effect from 1st September 2026, when the academy's 'stand-alone' Mobile Phone Policy will be updated and then ratified by Governors.

The academy's new Mobile Phone Policy will meet the requirements of section 36 of the Children's Wellbeing and Schools Act 2026, and the Department for Education (DfE)'s mobile phone guidance and behaviour guidance. Further guidance that should be considered alongside the Mobile Phone Policy is Keeping Children Safe in Education.

This means that this mobile phone policy information, *detailed below* is subject to change in the Autumn Term of 2026.

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.

Any mobile phone/smart watch or equivalent that is seen or heard during this time, either being used or not will be confiscated. Confiscated mobile phones/smart watches will be held by reception and returned at the end of each student's school day (for a first offence). Devices confiscated for a second time in a half-term will have to be collected by parents, and when confiscated for a third time during a half-term, will remain confiscated for a full school week (5 days). Logs will be re-set at the end of each half-term.

For more information on mobile phones, including sanctions, please visit the Academy's website to view our Mobile Phone Policy, https://newhouseacademy.co.uk/policies/

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 student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students 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, cigarette papers, vapes and e-cigarettes etc.
- Fireworks
- Energy drinks and canned fizzy drinks
- 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, https://newhouseacademy.co.uk/policies/

15. SAFEGUARDING

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

We will consider whether a student'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 (refer to keeping Children safe in Education), 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 Safeguarding and Child Protection Policy, https://newhouseacademy.co.uk/policies/

16. ONLINE MISBEHAVIOUR

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

- It poses a threat or causes harm to another student

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

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

Please visit the Academy's website to view our Acceptable Use policy, https://newhouseacademy.co.uk/policies/

17. SUSPECTED CRIMINAL BEHAVIOUR

If a student 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.

Students 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 Safeguarding and Child Protection Policy, https://newhouseacademy.co.uk/policies/

19. MALICIOUS ALLEGATIONS

Where a student 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 student.

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

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 student 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 students accused of misconduct.

Please visit the Academy's website to view our Safeguarding and Child Protection Policy, https://newhouseacademy.co.uk/policies/

20. TRAINING

Newhouse Academy delivers ongoing training and Continuing Professional Development to ensure that all adults within 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 and Learning
- The needs of the students 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 without disturbing others
- 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
- Doing what you are told by staff – first time, every time
- Listening carefully when the teacher or another person is talking
- 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
- Standing behind your chair at the end of the lesson until you are dismissed

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 students 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 Rewards
Central to the philosophy of Newhouse Academy is the right of all adults to praise students, including contacting parents, as a matter of routine. Spontaneous day-to-day praise is a key foundation in all good schools.

In-class and Ongoing Department Rewards
Curriculum areas use AIR points for good work and effort in lessons. Students can be awarded **up to 3 AIR points per lesson** (one each for demonstrating Aspiration, Integrity and Respect) and these are logged on each student's account using Bromcom.

AIR Points
As indicated in the pyramid in Appendix 1, AIR Points will be awarded by classroom teachers using the Bromcom online recording system. Students in classrooms will be informed by the teacher that they have received an AIR Point(s) and the reason(s) for this. This is intended to be simple and time efficient. Students can be awarded up to 3 AIR Points per lesson e.g. for good work (Aspiration), behaving well (integrity) and listening to the points made by other students (Respect).

AIR Points can also be awarded for good behaviour outside of the classroom when teachers observe a student demonstrating the values of Our People.

All AIR Points will lead to recognition through our system of certificates, badges and end of term rewards events and trips.

Certificates and Badges
Students with 100% attendance each term will be awarded a certificate, as will those students who receive end-of-term curriculum awards and badges for Aspiration Integrity and Respect.

At least twice per half-term, pastoral teams will conduct assemblies, where students demonstrating the values of Our People will be recognised.

Members of the leadership team will also issue certificates to students who have been specifically referred by form tutors and Heads of Year for special praise. This will take place during form time and certificates will be issued during year group assemblies.

Bronze, Silver and Gold badges will be awarded for students who receive the following number of AIR Points during an academic year:

Bronze = 400 points
Silver = 700 points
Gold = 1,000 points

A special AIR badge can be issued by the Headteacher for those students who have achieved the Bronze, Silver and Gold badge during the academic year and/or have gone over and above what would normally be expected of a student and truly embodies the values of Our People.

Certificates and badges will be awarded in designated form time sessions and pastoral and end of term assemblies.

Reward Events and Trips
Reward events (e.g. breakfasts, youth club, cinema and popcorn etc.) will be held each half-term to recognise positive attitude to learning and good attendance. Only those students who have met the appropriate criteria will be invited to an event with other equally successful students in their year group. The choice and range of events will be discussed and agreed with student council.

Postcards
Departmental postcards for an excellent piece of work or ongoing good work will be sent direct to the homes of students by teachers and departmental/faculty leaders. Space will be left for a teacher comment, although a teacher signature alone will be sufficient.

Leadership Team Involvement
Senior Staff will provide a high presence across all year groups during form time and/or Our People lessons.

An identified member of the Senior Leadership Team will be available to receive students who are referred to them by Form Tutors or Heads of Year for praise during their designated form time session - students will be sent individually by the form teacher/Head of Year. It is anticipated that no more than two students from each form group will be referred to the SLT member within one session.

Students who are working exceptionally well will be referred to the Headteacher in order to receive a Headteacher certificate or an AIR badge (see above) – these are for those students who have achieved the Bronze, Silver and Gold badge during the academic year and/or have gone over and above what would normally be expected of a student and truly embodies the values of Our People.

In addition to the aforementioned recognition assemblies, led by pastoral teams and senior leaders, the academy may also arrange one-off events such as presentation evenings or breakfast with the Headteacher, for example, to recognise the outstanding contributions of students.

21.2 Responding to poor or inappropriate behaviour

21.2.1 Sanctions for Classroom-based Misdemeanours
It is expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond Stage 2.

It is essential that all students, parents and teachers understand this framework (see Appendix 2) and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and from this point to encourage each child to re-join the road to achievement.

When a particular misdemeanour takes place, an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place, it is up to the member(s) of staff concerned to decide on an appropriate 'follow-up' strategy to help prevent a repeat of the behaviour, with each student's case being viewed on an individual basis. This is the key area of flexibility.

Non-negotiable Expectations
Teachers, wherever possible, are expected to be at their 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, and must check that students understand what is expected from them, before issuing any warnings, unless the behaviour of individuals from the outset prevents the class from learning.

Teachers must try to employ recognised behaviour strategies to try to avoid unnecessary warnings e.g. on-verbal cues such as smiles, thumbs up, eye contact, facial gestures etc. can all help with this. Teachers should avoid the sole reliance upon the warning system as the basis of their behaviour management.

Teachers should, in their preparation for and during lessons, ensure they have access to and are aware of a student's SEND data (e.g. Pupil Passport, EHCP etc.).

Teachers should, where possible, escort students from lessons and down stairwells at lesson changeover and at the start of breaks and lunchtimes.

Stage 1: Verbal warning
It is anticipated that students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined, the vast majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussions.

The verbal warning, though not recorded, has two clear purposes:

1. To indicate to students that they have done or are doing something which is unacceptable;
2. To form a link to the more serious STAGE TWO (movement within the classroom).

The teacher must clearly use the word "WARNING" and must explain why the students has received the warning (making reference to the Academy's core values)

The verbal warning should not be given as a blanket warning to the full class.

Stage 2: The student is moved with the classroom
Occasionally, students will continue to behave in an unsatisfactory manner, despite having already received a first verbal warning. Such behaviour will result in the student moving to STAGE TWO. Again, the onus here is on the class teacher trying to retain control of their teaching group. Students will be moved to another area of the room as the first part of this sanction. This must also be logged as a Stage 2 Behaviour Point in Bromcom.

The first two phases are very much seen as classroom-based strategies.

Stage 3: On-call and move to a different classroom
At this point the classroom teacher would have reached the decision that a student is persisting in undermining the work of other students in the room. This is despite receiving clear warnings and being moved to a different part of the classroom.
Each curriculum, subject or faculty area will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week, at least two colleagues are always identified as being available to 'receive' students who enter **STAGE 3.**

The main priority when identifying members of staff who will be available to 'receive' difficult students will lie in two areas:

- Such teachers are likely to have curriculum responsibilities;
- The groups being taught by them at that time are likely to be well-behaved and accommodating

Whilst a student who has entered STAGE 3 is likely to have caused disruption and inconvenience, they should be received in an appropriately professional manner.

The referred student will bring work with them and will be expected to work in silence in an appropriate part of the room. When referring a student to another teacher or classroom, it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Any student refusing to go to the departmental link teaching room or causing further disruption in the room in which they have been located, will be placed into isolation (Stage 5).

Ideally, the student will be debriefed at the earliest opportunity, to establish where they went wrong and what improvements need to be made. Faculty/subject leaders will also be required to monitor behaviour and call-outs in their curriculum areas and will be required to address any student with 2+ call outs in any given week or students with multiple subject-specific call-outs over a period of time e.g. a half-term.

Students who are repeatedly removed from lessons are likely be subject to increased levels of intervention e.g. Form Tutor Support card, parental meetings, Pastoral Support Plan, subject-specific intervention, Stage 6 Behaviour Contract etc.

The arrival of on-call, will automatically trigger a 30-minute detention. As a matter of policy, the Student Services office must be informed via on-call. Parents will be contacted about the 30-minute detention through the academy's parental communication mechanism. The teacher requesting the **STAGE 3** removal must also record details of the student's behaviour in Bromcom and contact the parents/carers of the student to discuss the matter before leaving school that day.

If a student receives two Stage 3 sanctions in one day, they will have to complete a 1-hour Leadership Detention (Stage 4) the same night (this will be supervised by HOYs and members of SLT). If a student receives three Stage 3 sanctions in one day, the student will have to complete time in isolation (Stage 5) plus the 1 hour SLT detention that night.

Any student who fails to attend or complete a 30-minute detention (Stage 3) will be escalated a 1 hour (Stage 4) Leadership Detention the following night. Failure to complete the Stage 4 Leadership Detention will result in an escalation to Stage 5 (Isolation) and the student will also be required to complete the 1-hour Leadership Detention they owe the following night.

If a student receives a sanction/detention late in the day e.g. period 6 or after the daily detention list has been sent out to teachers, this sanction will carry over to the next day. The student will start their next day owing this sanction.

Stage 4: Leadership Detention
Leadership Detentions will be issued in the following circumstances:

- A student receiving 2 x Stage 3 Call-outs in one day
- A student failing to attend or complete an academy detention at Stage 3.
- A student late to school on two occasions during the week
- A member of staff deeming an out-of-class incident more serious and therefore warrants a sanction greater than a 30-minute academy detention.

Those who repeatedly end up in Leadership Detentions are likely to be subject to increased levels of intervention e.g. Head of Year Support Card, parental meetings, pastoral support plans etc.

Failure to attend a Leadership Detention will result in Stage 5 isolation and the completion of the initial Leadership Detention (Stage 4).

Leadership Detentions are an escalation of sanctions and as a result, will last for 1 hour from 2.45pm to 3.45pm. These will run daily. It is the responsibility of the student to manage their behaviour and decision making to avoid escalating their sanctions to a Leadership Detention.

Any student misbehaving in or failing to complete a Stage 4 Leadership Detention will be placed in isolation and will still be required to complete the next available Leadership Detention.

Stage 5: Isolation
Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment, with computer-based work which covers all curriculum areas. The Isolation Room will be staffed by the Isolation Co-ordinator or members of the Senior Leadership Team.

Supervision of Isolation at break and lunchtimes will be shared between members of the pastoral and Senior Leadership Team.

Break and lunch will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.

One day in the Isolation Room will be from 8.50am until 2.45pm. Students will complete a minimum of one full day in isolation (6 periods) plus any outstanding detentions that day.

Students arriving late to school and thereby starting isolation late, will not leave isolation until the agreed amount of time has been completed.

The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period, with the student's performance being monitored at the end of each academy day.

A student who works and behaves appropriately will re-join mainstream education, though a record of the period of Isolation will be kept in the isolation file. It may also be worth recognising once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through committing a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

Most periods of isolation will last one day (full six periods), however, extended isolations will be at the discretion of the Headteacher and decided on a case by case basis. If a student arrives in isolation mid-way through a lesson, they will exit the isolation room at the end of the lesson in which they entered, having completed the required amount of time.

Students repeatedly arriving in isolation will be subject to increased levels of intervention e.g. SLT input and support, Stage 6 Behaviour Contracts, reciprocal school placements, Offsite Directions, Behaviour Improvement Panels etc.

Conversations will be held and support offered to try to reintegrate students back into lessons and learning as quickly and as efficiently as possible.

Isolation is used in line with DFE guidance, to try to prevent the suspension of students and to minimise lost learning time.

Stage 6: Contract meeting
Students will be placed on contract once they have appeared in isolation 3 times in a half-term OR if their behaviour is a cause for concern.

Each time the contract is broken, the student will serve time in isolation, a placement in the isolation unit of a partner school or a suspension from the academy for a fixed term period.

Students will remain on contract until they have completed 15 clear days without breaking their contract.

Students on contract will have this recorded on Bromcom so that an accurate log can be kept. This will be monitored by the appropriate member of the pastoral team. Though some generic comments will remain, contract will be individually tailored to the needs of the students concerned. An up to date Isolation and Contract list will be communicated with staff.
All students will be given a 'clean slate' at the beginning of each academic year.

Stage 7: Reciprocal Placements, Offsite Direction, Suspension and Permanent Exclusion
Students who persistently break the contract, fail or refuse isolation or who commit particularly serious misdemeanours can expect to find themselves at Stage 7.

The control of Offsite Direction, suspensions and permanent exclusions are entirely in the hands of the Headteacher and the Local Governing Board.

Once a student reaches 15+ days of suspension in one term, a Pupil Disciplinary Committee (PDC) will be convened, at which point all support and interventions will be reviewed by the Local Governing Board.

Prior to making any decision on fixed-term suspension or permanent exclusion, the Headteacher will consider the circumstances of the suspension and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

Upon return to school following a suspension, each student and their parent/carer will be required to engage in a reintegration meeting, where the reasons for the suspension will be discussed and existing support, PSPs, contracts etc. reviewed, to try to help avoid a repeat of the behaviour that led to the suspension.

21.2.2: Sanctions for Misdemeanours committed round the Academy
As outlined in the third pyramid (Appendix 3), the sanctions system for behaviour around the Academy operates on six main levels.

Members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive actually is, whilst also being in a position to understand what the 'maximum' sanction might be.

Refusal or failure to follow staff instructions offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment on Bromcom (level 1) with no further sanction.

Alternatively, the situation might be so serious and/or confrontational that the teacher concerned, with the support the Headteacher and Senior Leadership Team, feels that a period of isolation or a suspension is the most appropriate sanction.

Level 1
It is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need escalating.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around the Academy, they should, as a minimum, challenge the student and, where appropriate, record this as a negative incident in Bromcom. It is important that the comment, though obviously brief, is sufficiently informative for parents.

Form Tutors should monitor Bromcom reports each week as part of the designated form time activity and should consider the need to inform parents and place on an FT Support Card if and when appropriate.

We need to make a clear distinction between carelessness and deliberate intent to disobey Academy rules. If a member of staff determines the incident to be deliberately disobedient or warrants more than a negative behaviour point, then the member of staff, as well as recording, may escalate the student to level 2 or beyond (In consultation with SLT).

Level 2 – Academy Detention.
The student will attend a 30-minute Academy Detention as appropriate. This must be communicated to and logged with Student Services, who will inform parents and generate detention lists.

If upon imposition of an academy detention, a student already has an academy detention that day, this will escalate to a 1-hour Leadership Detention that day. Likewise, if upon imposition of this detention, a student already has an SLT detention, this will escalate to Isolation (plus the 1-hour Leadership Detention). It is important that students understand the escalating nature of sanctions.

If a student receives a sanction/detention late in the day e.g. period 6 or after the daily detention list has been sent out to teachers, this sanction will carry over to the next day. The student will start their next day owing this sanction.

Levels 3, 4, 5 and 6
These will operate in exactly the same way as Stages 4 -7 of the 'Sanctions for Classroom-based Misdemeanours'.

Student Self-Monitoring
The success of this behaviour policy will depend upon the effective monitoring of student behaviour and reward logs. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance. With this in mind, it is important that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the Academy.

Parental Monitoring
Parents and guardians will also have a key role in monitoring their child's online behaviour and achievement logs. It is expected that parents will inspect their child's online logs, encourage their child to work hard and behave well in the academy and to communicate with us as an Academy on all matters relating to their child.

Form Tutor Monitoring
Behaviour Logs will be monitored each week by the Form Tutor during form time. When monitoring behaviour and reward logs, tutors are looking to identify or confirm a number of points:

- that, whenever they occur, comments made by members of staff are responded to in an appropriate way;
- that, whenever it occurs, communication by parents is responded to in an appropriate way;
- in order to communicate as Form Tutor to parents about any academy based issue, telephone communication is often best.
- Form time must be used appropriately to monitor the awarding of rewards or official sanctions.

Each Form Tutor will be required keep a record/log in form of each child in their form group. Details should be brief and should reflect both negative and positive performance.

The form time sanctions and rewards session

- Formal guidelines for the structure and content of form time sessions will be issued
- A timetable for form time sessions for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.
- The form time sanctions and reward session should not be used as an opportunity for students to socialise.

Guidance for referring students to the Leadership Team

- No more than 2 students per form should be sent during any designated form time session (the HOY should oversee this in consultation with the FT)
- Students should be sent for any of the following reasons:

    1. they have successfully achieved a certificate
    2. they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the link member of SLT

- Where there is evidence of excellent achievement, a senior leadership Team certificate will be awarded by the member of the appropriate member of the Leadership Team.
- Where a student's performance is exceptional, the Leadership Link will refer the student to the Headteacher for praise and consideration of a Headteacher certificate or an AIR badge.

21.2.3 Behaviour around the building before school, at break time, lunch time, between lessons and after school

Anti-social behaviour is unacceptable and will be challenged whenever it occurs – the behaviour we walk past is the behaviour we accept!

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 sanctioned. The same applies to students found in out of bounds areas of school during unstructured times, for example.

Refer to sanctions for misbehaviour around the academy

21.2.3: 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 will receive a Leadership Detention that night.

If a student is sanctioned three times in the same day for lateness to lessons or for a combination of lateness and other misdemeanours, the student, in addition to the 1-hour Leadership Detention for the first two sanctions, will be required to spend a minimum of 1 day in isolation and will still be required to complete the Leadership Detention that day night or at the earliest opportunity.

21.2.4 Lateness to School

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

Students who are late to school on two occasions in the week will be required to complete a Leadership Detention on the evening of the second late to school that week.

Students who are late on three or more occasions will complete time in the isolation room plus the outstanding Leadership Detention.

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

21.2.5 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 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 students to understand how to improve their behaviour and meet the expectations of the academy. This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- Pastoral Support Plans/contracts
- Report cards with personalised behaviour goals
- SEMH or SEND Support*

The academy will implement a Graduated Behaviour Intervention and Support Strategy (See Appendix 4).

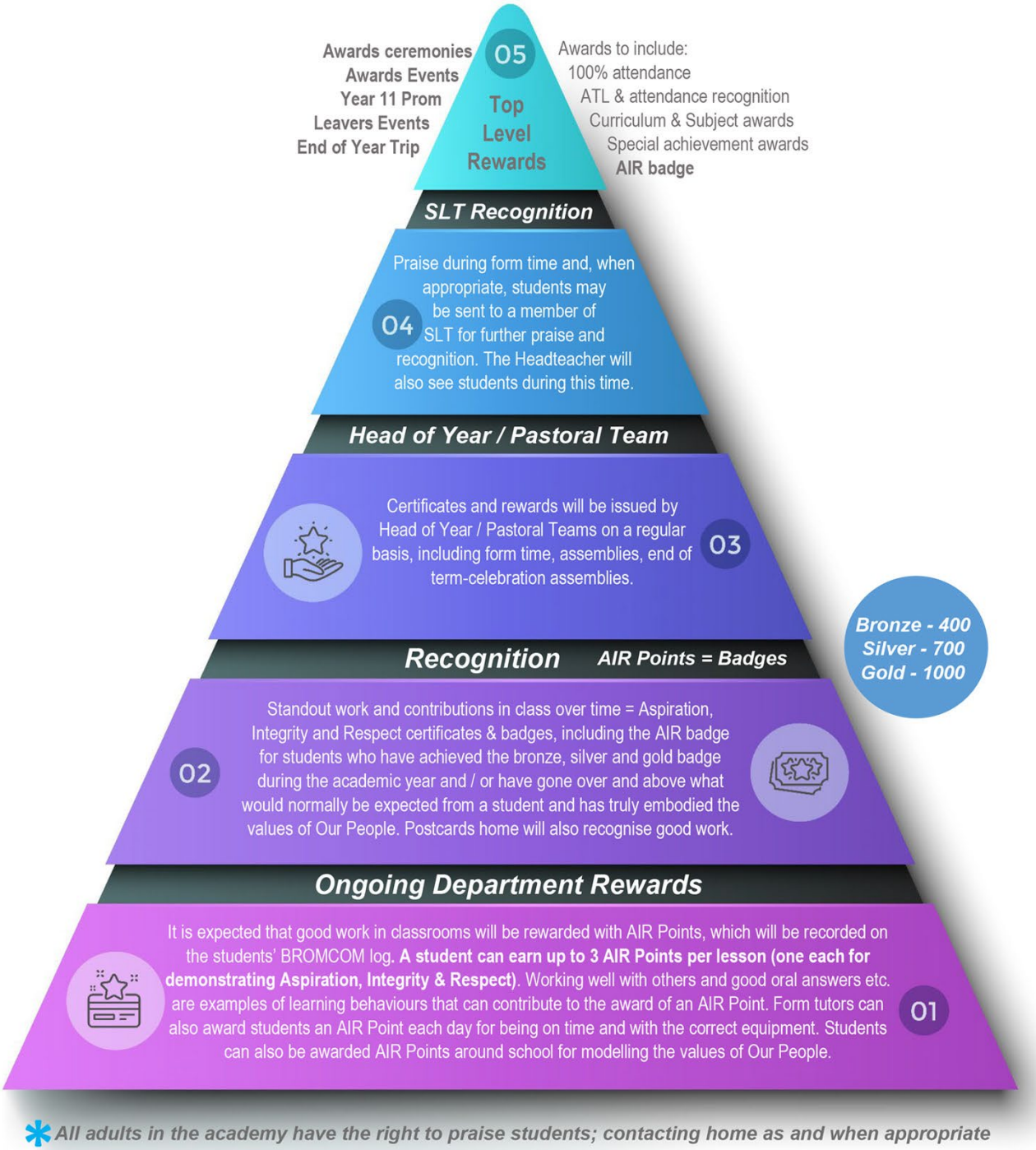
Diversity
Newhouse Academy is committed to celebrating diversity, promoting equality of opportunity, providing an inclusive workplace and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will comply at all times with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

22. LINKS TO OTHER POLICIES (https://newhouseacademy.co.uk/policies/)

- Acceptable use policy
- Anti-bullying policy
- Behaviour and Statement of Behaviour Principles
- Equality Policy
- Keeping Children Safe in Education
- Mobile phone policy
- Safeguarding and child protection policy
- Search policy
- Suspension and permanent exclusion Policy
- The Use of Restrictive Interventions Policy

Appendix 1: Reward System

The Rewards System



All adults in the academy have the right to praise students; contacting home as and when appropriate

Newhouse Academy

Appendix 2: Sanctions for Classroom-based Behaviour

Sanctions for Classroom Based Behaviour

- *Stage 2 and 3 sanctions mu*
- *Stage 3 can be achieved cu* **Isolation, reciprocal placement with a partner school or suspension** *rsedes Stages 1 and 2.*
- *Stage 1 and 2 warnings car* *and lack of progress or standards.*
- *Students can go straight to Stage 5 or above if their behaviour warrants it.*
- *Faculty / Subject leaders will pick up and monitor incidents at Stage 3.*
- *Any student refusing at Stage 3 will go to stage 5.*

7

7) Alternative

Reciprocal placements, Offsite Direction, Suspension / Permanent Exclusion.

6

6) Contract Meeting

Each time contract is broken = isolation or suspension. 15 consecutive days clean before coming off contract.

5

5) Isolation

For failure to complete LD, 3 call-outs in one day, 3 lates in one week or any behaviour deemed significantly serious.

4

4) Leadership Detention (LD)

Leadership Detention for 2 call-outs per day, 2 lates to school per week and / or failure to complete a 30 minute DT.

This will result in an automatic 30 minute after school detention

2 call-outs in one day = 1 hour LD (Stage 4) that night

3 call-outs in one day = isolation (Stage 5) + the 1 hour LD that night

3

3) Move to another classroom

Students whose behaviour continues not to comply with the code of conduct, will be moved to another classroom at the request of the teacher.

2

2) Move within the classroom

Students modelling behaviour that continues not to comply with the code of conduct, after a warning has been issued, will be moved within the classroom and recorded with a negative behaviour point in BROMCOM.

Using the word WARNING **1**

1) Verbal Warning

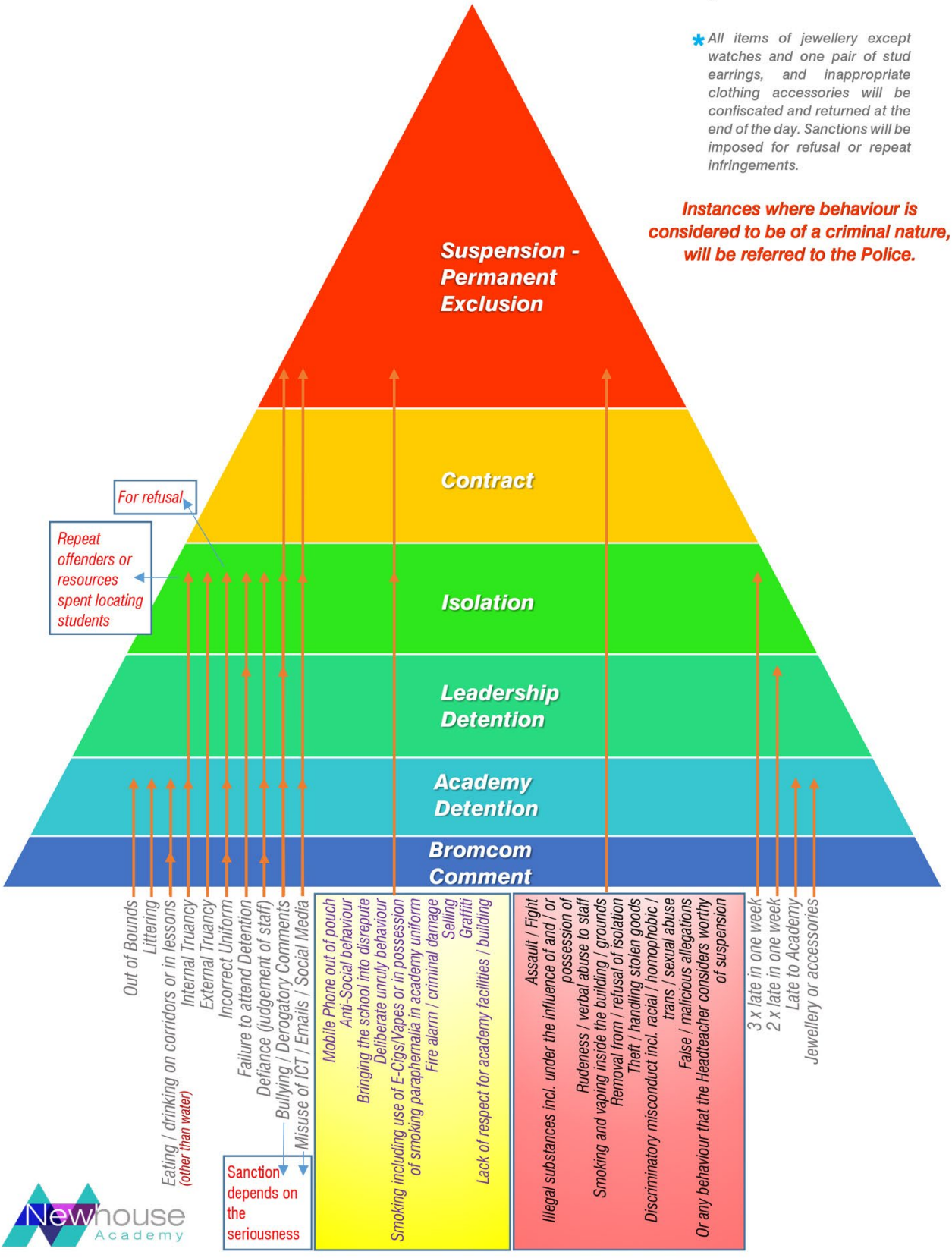
First misdemeanour not recorded. Warning intended to encourage students to work without disrupting the lesson. The teacher states that this is a warning and explains why the behaviour fails to meet the academy's code of conduct.

Newhouse Academy

Appendix 3: Sanctions for Misdemeanours Committed Around the Academy

Sanctions for Misdemeanours

Committed around the Academy



Appendix 4: Student Support

Student Support

The academy employs pastoral staff to work proactively with students from Stage 3 onwards.

The academy expects that parents would play a key role in supporting students through regular communication with the school in response to the information they receive in their child's behaviour and reward logs.

Students can also be referred to External Agencies at any point by the pastoral team or SENDCO.

Examples of external agencies used by the academy includes (but is not restricted to):

- Break for Change
- Growth Company
- Children's Social Care (Ehash) & Complex Safeguarding
- #Thrive
- Colleges & alternative provision e.g. Apex
- Equality Team
- Police & Community Policing team
- Healthy Young Minds
- Family & Social Workers
- Virgin Care
- Fair Access
- Rochdale Connexions Trust
- Single Point of Access
- Locality Team
- Missing from Home Team,
- Sunrise Team
- Positive Steps
- Youth Service
- TFTF
- Channel / Prevent

Students who are being suspended on more than one occasion or those whose behaviour is of significant concern to the academy, may be referred to the SEND department for specialist assessment using the SEND referral form.

Any E or K student who moves through the isolation process will have their needs reviewed and may receive reasonable adjustments to support them in the completion of imposed sanctions.

Examples of SEND support available (but not restricted to) include:

- EHCP's
- Risk Assessments
- SEND reviews
- Neuro-diversity Hub
- SEND assessments
- SEND literacy and numeracy tests
- SEMH assessments (e.g. emot. lit, strengths & diff. Questionnaire etc.)
- Group or 1-2-1 sessions
- Healthy Young Minds
- Counselling
- Medical needs referral
- Educational Psychologist
- Speech and Language (SALT)
- #Thrive
- RANS
- IDL

Suspension or Permanent Ex — 7
Students who are running the risk of permanent exclusion may be given an alternative curriculum.

Contract Meeting — 6
Any student who moves through the isolation hierarchy and onto contract will be supported on a daily basis by their Head of Year, a member of the pastoral team or SLT and may be offered additional support to address their specific behavioural needs.

Isolation — 5
Any student who goes into the Isolation Unit will be monitored / mentored by their Head of Year, a member of the pastoral team or a member of the Senior Leadership Team.

SLT Detention — 4
SLT detention will be monitored through the pastoral system.

Move student to another lesson — 3
There is an academy expectation that form tutors will challenge negative behaviour and promote positive behaviour during the designated form time session.
Any student who accumulates 2+ subject specific call-outs in a given week will be seen by either the subject leader of head of department; who will also be responsible for analysing the weekly call-out data.

On-call

Move student within the classroom — 2
The recording of this sanction in Bromcom will encourage the student to make a clear choice as to their behaviour. The student can modify their behaviour at this point and receive no serious sanction.

Verbal Warning — 1
Supporting students' needs by giving them a chance in each lesson – an appreciation that students can and will from time to time get things wrong.

✱ *For any system to succeed, all staff must rigorously adhere to the established framework*

Newhouse Academy

Appendix 5: Written Statement of Behaviour Principles

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

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