



Behaviour Policy

Review Body:	Local Governing Body
Leadership Group Responsibility:	Assistant Headteacher reporting to Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	September 2023
Next Review:	October 2024

Expectations

This policy sets out how Newstead Wood School will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

In applying this policy, Newstead Wood School will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. Newstead Wood School will also have regard to its safeguarding policy where appropriate.

Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, Newstead Wood School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

Behaviour expectations

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The school seeks to create a reflective, caring, learning environment underpinned by shared values expressed in the school mission statement;

At Newstead wood we value, share and celebrate:

- **a passion and enjoyment for learning** underpinned by intellectual challenge and academic curiosity
- **strength in diversity**, open-mindedness, and respect
- **spiritual, moral and cultural dimensions** of our global community
- **leadership and character** development for all
- **working in partnership** with parents and carers, and the local, national and international community
- **all achievements** - at school and beyond

- **creativity, innovation and ambition** in our ability to actively improve ourselves and our future
- **a safe and kind environment** to build confidence, resilience, belonging and wellbeing
- **each individual** for who they are and who they can become

To this end the conduct of all members of the school community should reflect our shared values in our positive expectations charter:

At Newstead Wood School we:

- Support fellow students in all aspects of school life, ensuring everyone feels included and valued.
- Are a community in which independent choices can be made.
- Encourage and celebrate success for both ourselves and our peers.
- Treat each other fairly without judgement.
- Recognise the value of each individual and treat each other with compassion, trust and respect.
- Take responsibility for our own work.
- Strive and support each other to reach our full potential.

All staff have a key role to play in developing these attributes by actively

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

The Local Governing Body will establish, in consultation with the Headteacher, staff, and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to students and parents, is non-discriminatory and that the school's expectations about student behaviour are clear.

Governors will support the school in maintaining high standards of behaviour.

The Local Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. We are committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

The senior leadership team will be responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. Senior leaders should be highly visible and engage with all stakeholders in setting and maintaining a behaviour culture.

Students will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

In order to create an atmosphere of mutual respect and tolerance in which all members of our school community can flourish and achieve their potential, all students are responsible for certain expectations in classrooms and in corridors. This includes times spent travelling to and from Newstead Wood School.

- Observe the right of all people to personal space. This term means the physical distance between two people.
- Look after your personal possessions and do not mistreat the possessions of others.
- Show mutual respect at all times – treat others as you would wish them to treat you.
- Follow all staff instructions at the first time of asking, regardless of who the member of staff is.
- Respect the environment and make sure all litter is disposed of thoughtfully.
- Listen carefully, giving others your full attention without interrupting.
- Arrive on time to the school and to lessons.
- Show determination by always trying your hardest.
- Do not give up when you find something difficult.
- Dress smartly in the school uniform and be proud to represent the school.
- Have high expectations of yourself.

Moving around the school should be done in a calm and sensible manner. When moving around the school, safe, polite behaviour is always essential. Students and staff are expected to keep to the left when moving along the corridors and stairs. Students should not have their bag with them but carry their belongings for lessons and ensure bags are in the locker rooms or outside lockers.

No food should be eaten when moving around the school building.

Students have access to toilets at breaktime and lunchtime. Staff are able to use their discretion regarding polite requests to visit the toilets during lessons but leaving a class for this purpose should always be viewed as an exception rather than a rule unless the student in question has a note confirming a medical condition or other individual need.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. To this end there is a home school agreement which can be found in Appendix 1 (Y7-11) and Appendix 2 (Y12-13).

The role of parents and carers is crucial in helping schools develop and maintain good behaviour.

Parents and carers should work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, the school will liaise closely with parents where practical and, if relevant, other local or national support agencies.

Procedures

The school rules and the procedures (Appendix 3) will make clear to the staff and students what acceptable standards of behaviour are and how they can be achieved. There is a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the personal responsibility of every member of the school towards the whole community.

The school rules and policies concerning behaviour and discipline apply at all times when a student is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

Reasonable Adjustment

The school will make reasonable adjustments for managing behaviour which is related to a student's Special Educational Need or disability. Staff will seek advice from the Deputy Headteacher if they are unsure about how to manage a student's behaviour where this is related to a Special Educational Need or disability. Details of any reasonable adjustments to behaviour management will be recorded.

Graduated Approach

Newstead Wood School will adopt a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues. An example could look like this:

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

Uniform

All students are expected to wear the correct school uniform or abide by the dress code in Sixth Form. This is shown in Appendix 4.

Rewards and sanctions

A school ethos of encouragement is central to the promotion of good behaviour, as is consistent application of expectations from all staff.

Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and they are clearly defined in the procedures (Appendix 5). Integral to

the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. There is also a clear system for sanctions which has reflective practices at its core. Both rewards and sanctions are given to students using the system outlined in Appendix 5.

Detentions

Note that 24 hours' notice of a detention is no longer required and parental permission is not required, provided that:

Staff must consider:

- i) the welfare of the child
- ii) whether the child has caring responsibilities
- iii) whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

The permitted times for detentions are:

- i) any school day when the student does not have permission to be absent
- ii) weekends but not those at the beginning and end of half term holidays
- iii) teacher training days.

All staff may give detentions in line with our behaviour policy and expectations at Newstead Wood School. A lunch-time detention must allow a reasonable time for the student to eat, drink and use the toilet.

Anti Bullying policy

Newstead Wood School has a separate Anti Bullying Policy which can be accessed online.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying or child-on-child abuse will not be tolerated at Newstead Wood School.

Parents and students should report any incident of bullying or child-on-child abuse following the procedures outlined in the separate policy.

Contextual Safeguarding

Staff should always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. If a member of staff reasonably suspects that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead without delay.

Newstead Wood School will take into consideration whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly and include any local or school specific arrangements.

Racial Incidents Policy

Newstead Wood School has a separate Racial Incidents Policy which can be accessed online.

Mobile Devices

Newstead Wood School has a separate Mobile Devices Policy which can be accessed online.

Major Behavioural Incidents

Major behavioural incidents are a rarity at Newstead Wood School. However, there is a protocol for dealing with major behavioural incidents as detailed in Appendix 6. A flow chart is provided to members of the Leadership Team to act as a guide when dealing with major behavioural incidents.

Exclusions

Newstead Wood School has a separate Exclusion Policy which can be accessed online.

Supporting students following a sanction

Newstead Wood School will consider a range of strategies to help all students to understand how to improve their behaviour and meet behaviour expectations of the school [see [DfE Exclusions Guidance](#)].

Reasonable Force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

The description of use of force works alongside and cross refers to the use of force during searches described in the separate section on searches contained in this policy.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

In the rare circumstances that it becomes appropriate to use reasonable force, it will be used as an act of care and not punishment and staff will follow the guidelines for the use of reasonable force as outlined in Appendix 7.

Key members of school staff are trained in the use of reasonable force.

Prohibited items and searches

The law relating to searches

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without

consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes 'any item banned by the school rules which has been identified in the rules as an item which may be searched for' ('Specific Banned Items').

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a student and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, the school's Safeguarding Policy, United Learning staff-student relations guidance, and the school's own Equal Opportunities Policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- Tobacco, vaping equipment and cigarette papers
- fireworks
- pornographic images
- So-called 'legal high' drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in her/his possession. Only staff members authorised by the Headteacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, any decision to search a student's device should be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm, to disrupt teaching or break the school rules.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of school policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student), where the files should not be deleted and the device must be given to the police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of school policy, and may then punish the student in accordance with this policy.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a

garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The school will follow the Department for Education guidance '[Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

Drugs

Newstead Wood School operates a zero-tolerance policy on drugs for the health and safety of all staff, students and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the Supporting Students with Medical Conditions Policy.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's Behaviour Policy. The sanction is likely to include permanent exclusion or suspension from school. Dealing in illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Newstead Wood School takes a contextual approach where students are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Allegations against staff

Newstead Wood School takes its responsibilities for safeguarding extremely seriously, and all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding Policy.

Malicious accusations against staff

These will be dealt with in accordance with this policy and consistent with any provision relating to sanctions in our exclusion policy.

The power to discipline beyond the school gate

This behaviour policy can extend to activities outside the school day and off the school premises when the student is:

- i) taking part in any school-organised or school-related activity
- ii) travelling to or from school
- iii) wearing school uniform
- iv) in some other way identifiable as a student at the school.

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school.

Use of social media

These provisions apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, students or staff in any way.

Instances of prohibited use:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Misuse of social media should be reported to the appropriate member of the pastoral team.

All students are taught about the responsible use of social media and a breach of the policy on the use of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Review

The Headteacher and Local Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

Appendix 1 - Home School Agreement

NEWSTEAD WOOD SCHOOL Years 7 - 11 Home-School Agreement

For: _____ (Student Name) Form: _____

We are proud of our achievements, and always looking for fresh challenges. To enable this statement to be put into practice, the school will:

- Work to develop a strong partnership with parents/carers
- Provide a structured, supportive framework in which to work
- Employ well-qualified professional staff
- Work to raise the self-esteem and, hence, confidence of both students and staff
- Encourage a high standard of work and behaviour
- Communicate with parents/carers, as appropriate, for each individual student
- Provide a wide range of extra-curricular activities and publicly recognise their importance
- Continue to create opportunities for success
- Ensure that students have appropriate feedback on their classwork

Parents/Carers will:

- Ensure that their daughter comes to school regularly and on time
- Not take students on holidays during school term time
- Provide Newstead Wood School uniform for daily wear
- Encourage their daughter to complete her homework
- Communicate information relevant to their daughter's education to the school

Students will:

- Arrive punctually every day unless ill
- Bring all necessary equipment and books to lessons
- Give homework in on time
- Respect and care for each other and each other's property
- Respect and care for the school building
- Keep the school free from litter, graffiti and chewing gum
- Respect members of staff and work to build a good student/teacher relationship
- Wear school uniform, as designated

Signed: _____ Parent/Carer

Signed: _____ Student

Signed:



Headteacher (on behalf of the school)

Appendix 2 - Home School Agreement Years 12-13

Newstead Wood School - Sixth Form Expectations

Newstead Wood Sixth Form is part of a school environment.

This means that Sixth Form students

- Share the values of a mixed age community
- Are role models for younger students
- Have leadership opportunities through work with peers and younger students
- Enjoy supportive, individualised working relationships with adults and other students

Consequently, the expectations of Sixth Form students reflect this;

- *Attend and behave appropriately at assemblies and formal school occasions*
- *Adhere to the dress code*
- *Move around the building in a quiet, efficient manner*
- *Display courteous behaviour at all times*
- *Show sustained commitment to leadership roles*

Newstead Wood Sixth Form is a high achieving, academic Sixth Form. The majority of Sixth Formers go on to higher education. Many will join the professions.

How are the best young minds encouraged to develop the self-discipline and mindset necessary for success in school and in life?

- By taking responsibility for their own learning
- By developing a maturity in their relationships with peers and teachers
- By taking part in a range of extra-curricular opportunities

Consequently, the expectations of Sixth Form students reflect these aims

- *Attend (punctually) registrations and all timetabled lessons*
- *Behave appropriately in all lessons*
- *Complete work set on time*
- *Use study periods for study*
- *Undertake additional activities or research as appropriate*

Conforming to these reasonable expectations is a sign of maturity. They support students in taking responsibility for their own learning and making a significant, positive contribution to the learning of others throughout the school.

Failing to meet these requirements suggests a lack of understanding of their purpose and is poor preparation for greater independence beyond school.

Please sign below to confirm that you have read, understood and support our expectations of students in the Sixth Form:

Student Signature _____

Student Name (Printed) _____

Parent/Carer Signature _____

Date: _____

Appendix 3 – General School Rules

Some rules are necessary for a large community to function efficiently and safely.

Property

- All items of personal property, uniform and equipment must be clearly marked with the owner's name.
- No money or valuables should be left in coat pockets or bags in cloakrooms or classrooms. Students should keep valuables with them or lock them away in their lockers.
- Large sums of money should be taken to the Office for safe keeping.
- During PE lessons, valuables should be placed in a container provided by the PE Department.
- Correcting fluid and chewing gum are not allowed in school.

Lost Property

- Named items will be returned to the owner, sent to their form room during registration or a note will put in the register to invite the owner to call in to collect it.
- Unnamed items should be sent to Reception and will be put into the Lost Property cupboard.
- Losers of unmarked items should be advised to call at Reception and to reclaim them from the cupboard.
- Valuable items will have to be signed for.
- On specific days, towards the end of each term, all unmarked items will be put on display. Students will be informed via a note in registers. Unclaimed unmarked items remaining at the end of each term will be disposed of.
- The school accepts no responsibility for the security of personal property.
- Mobile Devices. Full details of our Mobile Device Procedures can be found in our Mobile Devices Policy.

Attendance and Punctuality

Full details of our Attendance Procedures can be found in our Attendance Policy.

If a student is away from school for any reason, parents/carers must inform the school office on the first day and each subsequent day of absence to explain the reason. A note/email from parents/carers is required on return to school.

The school opens at 7.45am and all students must use the entrance alongside the Main Reception.

Students in Year 7-10 who arrive prior to 8.25am must use the courts before school.

Students in Year 11 -13 who arrive prior to 8.25am are allowed to go to form rooms.

Morning registration will take place at 8.35am. A Late Desk is staffed in reception and students arriving at school after 8.35am will sign in here and may be issued with a 20-minute lunchtime detention if there is not a valid reason for lateness.

From 8.35am-9.00am Form Tutors and subject teachers in Period 1 may send students who have incorrect uniform, nail varnish, make-up or jewellery to the late desk. The duty member of staff will

confiscate and/or replace items as necessary and keep a record. This may result in a same day 20-minute detention. Parents/carers will be informed.

At afternoon registration students should be sent to the School Office for uniform items.

Persistent lateness will result in a referral to the Education Welfare Officer.

Morning registration

Students have access to lockers and cloakrooms from 8.25am and should have collected books and equipment BEFORE 8.35am when they should be at their desk ready to start registration.

Afternoon registration

Students should collect books and equipment and go to the toilet etc. BEFORE the bell for afternoon school and should be at their desks ready to start registration at 3.10pm.

Illness and Accidents

If a student feels unwell or has an accident they must tell a teacher straight away. Normally they will be sent to the School Office where a trained First Aider will take care of them. If the student is too ill to remain at school or if hospital treatment is necessary then parents/carers will be contacted by the School Office to make suitable arrangements. Students must not make this contact themselves. Under no circumstances should a student leave the school or go home without permission.

Signing Out

It is best to make appointments outside school hours. If a student must leave school during the day for any reason then a note from parents/carers in advance of the date is required. Students must sign out at the school Reception. If they return to school later on the same day then they must sign in again.

Classroom protocols

Teachers will discuss and agree the protocols for classroom behaviour so that everyone is able to learn in a comfortable and secure environment. Form tutors will discuss expectations for behaviour in the Form Room and around the school.

Some general points

Students should be punctual for all lessons, registration or other activities.

With so many students moving around the building, it is necessary for everyone to behave in a sensible manner:

- There must be no running at any time in the building.
- Between lessons, students should move about the building in single file and keep to the left.
- Students must not enter practical rooms unless given permission by a member of staff.
- Bags and coats must not be taken to lessons nor any other room than their allocated cloakroom.

Students should not smoke or vape, either on school premises or travelling to and from school.

Students caught smoking or vaping off site but in school uniform, or wearing Sixth Form Identification, or in a way that shows they are clearly a member of the school community will be punished accordingly.

Food and Drink

All hot food should be eaten in the hall. Cold food may be consumed outside the building. The Sixth Form may eat in the Sixth Form common room or the Main Hall. They should not usually walk with food between the two venues. There should be no eating in form rooms or classrooms.

Students may take bottles of water to lessons and may drink from them during lessons. Bottles should not, however, be taken into assembly, computer rooms, labs or into lessons where equipment could be damaged by spilt water.

Students have lunch in year groups on a rota system. Bells are rung to show when each group should come for lunch - 5 rings for Year 11, 4 for Year 10 etc.

Appendix 4 – School Uniform

Outdoor Wear

Coat	A plain black, knee-length coat or a plain black jacket. Leather/PVC/denim coats and jackets are not allowed. Hoodies or sweatshirts are not acceptable as coats.
Scarf	Plain dark green or black or school colours.
Gloves	Plain dark green or black.
School Bag	All students should have a plain black bag suitable for carrying books and equipment in all weathers, no logos or designs. A small black bag with straps no bigger than A5 size can be used to carry valuables.

Indoor Wear

Lower School – Yr 7-9

Blazer	Bottle Green jacket with school badge on lapel which must be worn at all times.
Skirt	A regulation dark green kilt or A line skirt. Skirts must be mid-thigh length as a minimum. No stretchy fabric skirts.

Upper School – Yr 10-11

Jacket	Black Eco jacket with school badge on lapel which must be worn at all times.
Skirt	A regulation black kilt or A line skirt. Skirts must be mid-thigh length as a minimum. No stretchy fabric skirts.

Whole School – Yr 7-11

Trousers	Plain black smart trousers
Blouse	A regulation green and white blouse (either long or short sleeves)
Jumper	A regulation green jumper, V-necked, with a yellow stripe and school badge
Socks	Ankle or knee length black socks, or plain black or clear tights, no patterns. Over the knee socks or stockings/hold ups are not permitted. White socks are allowed in the summer
Shoes	Plain, black wide-heeled shoes (heels no higher than 2 inches), leather or other hard material. ‘Kickers’ style ankle-boots, ‘creepers’ with thick soles, boots, sandals and trainers are not allowed. If boots are worn to school in bad weather students must change into shoes in school
Jewellery	The following items only are allowed: <ul style="list-style-type: none">• A simple necklace/chain, small pendant/charm (or equivalent)• One plain, narrow ring• Small, plain studs - one per ear in the lobe• A wrist watch may also be worn. No other jewellery is allowed

Overalls

Science and Design and Technology

A green overall is required which can be worn for both Science and DT. The overall must be named on the inside with a name tape and the name embroidered on the outside on the left hand side of the lapel and across the back, between the shoulder blades

A white lab coat may be worn by Year 10 students and above for Science

Art and Pottery

Students are asked to wear a shirt or blue overall to protect their uniforms, but not their Science/DT overall

Physical Education

- Black school tracksuit trouser with school logo
- Black school sports top with school logo
- Black polo shirt with school logo
- Black games skort with school logo
- Black cycle shorts
- Leotard - Plain black long-sleeved leotard
- Black leggings, for Dance (optional)
- Long green hockey socks
- Trainers - should be smart practical sports trainers (no Airforce, Converse or Vans)
- White ankle socks
- Astro-boots – not studded
- Shin pads
- House T Shirt – colour according to House
- Gum Shield

All jewellery must be removed for all PE lessons. All students should be able to remove their own earrings for lessons. Taping over earrings is not permitted

Please DO NOT get ears pierced during the school term as they must be removed for lessons

Gymnastic work is done in bare feet, but any student with athlete's foot or a verruca should bring a note from home for her PE teacher.

In Years 10 and 11 discreet make-up and clear, not coloured, nail varnish is permitted. (Brightly coloured eye shadow and lipsticks are not considered discreet.) Students will be asked to remove make-up thought by staff to be unsuitable for school.

Hair accessories should be plain black or dark green. Extreme hairstyles and hair colours which are not natural are also unacceptable. No shaved or partially shaved heads. Sanctions will be applied as necessary.

Sixth Form Dress Code

Sixth Form students are role models for the rest of the school who are dressed in school uniform, and therefore the dress code is geared towards a smart and formal appearance.

Sixth Form students will be issued with a student ID card and lanyard which they are expected to wear at all times whilst on site.

Sixth Form students may choose from:

A matching or non-matching tailored jacket and trousers/skirt

Trousers should be full length; skirts should be worn with tights and must be mid-thigh length as a minimum. No stretchy fabric skirts.

Not permitted: Leather or imitation leather; denim; leggings or similar; jeans or jeans style trousers; shorts

Jackets must be worn at all times around school but can be removed in lessons. Jackets must be worn for all formal events, including assemblies and briefings.

A conventional shirt or blouse/top, plain or modestly patterned and designed for formal wear. It must have sleeves and must not be low cut; it should cover shoulders and midriffs. A plain fine knit V Neck jumper or cardigan can be worn under the suit jacket.

Students who identify as male are expected to wear a tie and trousers

Not permitted: T-shirts; sheer or see-through fabrics including lace; hoodies and sweatshirts.

Shoes and boots - Smart leather or leather-look shoes, boots and sandals appropriate for a formal environment.

Not permitted: DMs, stiletto heels; boots; trainers/plimsolls or similar; flip-flops/mules.

Discreet make-up and coloured, nail varnish is permitted. (Brightly coloured eye shadow and lipsticks are not considered discreet). Students will be asked to remove make-up thought by staff to be unsuitable for school.

Appendix 5 – Rewards and Sanctions

We are a reflective school that expects exemplary behaviour and seeks to celebrate the achievements of students. Our behaviour system is based on the understanding that poor behaviour is rare at Newstead Wood. This system for rewards and sanctions has been created in consultation with staff and students.

Principles:

The system we use for sanctions and rewards:

- is based on the understanding that everyone should be treated fairly and consistently so that students know where they stand;
- is based on the expectation that all staff are responsible for promoting positive behaviour choices and acting as positive role models;
- ensures that positive behaviour is promoted and celebrated by the school community;
- is underpinned by reflective dialogue which enables us to work together to solve problems and help students understand the causes and consequences of their behaviour;
- maintains a clear record so that patterns of behaviour can be tracked and appropriate interventions can be made where necessary, and parents are kept well informed.

The reward system is based on the ten characteristics of an effect learner:

Inquirers

Students demonstrate this by exploring topics beyond the taught curriculum, for example by using the 'learning to fly' resources.

Knowledgeable

Students demonstrate this by engaging in enrichment activities and making connections between subjects.

Thinkers

Students demonstrate this by showing a deep understanding of their chosen subjects.

Communicators

Students demonstrate this through exceptional contributions in class and through presentations, for example in an assembly or to a large audience.

Principled

Students demonstrate this by taking action to have a positive impact on the community, for example by supporting a charity or by helping others.

Open-Minded

Students demonstrate this by taking action to celebrate their culture or by taking action to celebrate the culture of others.

Caring

Students demonstrate this through an action of service to the school or to others.

Risk-Takers

Students demonstrate this by showing resilience when faced with a challenge.

Balanced

Students demonstrate this by making a positive contribution to the well-being of others.

Reflective

Students demonstrate this by taking a lead on nurturing their personal development, for example by delivering PSHE sessions to other students.

Recognition of our Newstead Values

Students' achievements should be acknowledged. This often takes the form of verbal praise that is specific to the behaviour of achievement being acknowledged.

Achievement Points

Achievement points are awarded through Arbor and are given for three categories of the learner profile;

- **Progress Achievement Points**
Inquirers, knowledgeable, thinkers or communicator – these values are demonstrated through excellent work for which students gain one achievement point. Examples of how this could be gained are for an exceptional homework assignment or presentation.
- **Effort Achievement Points.**
Risk-Takers or reflective learners – these values are demonstrated through excellent effort for which students gain one achievement point. Examples of how this could be achieved are for exceptional effort on an assignment.
- **Community Achievement Points.**
Principled, open-minded or caring and balanced – these values are demonstrated through exceptional contribution beyond the classroom. Examples of how this could be achieved are for supporting the school or local community.

Commendations

Commendations are awarded by a head of subject, head of year, member of the school's leadership team or head student team. Commendations are awarded through Arbor. Students who receive a commendation will be given a certificate and a section of the 'jigsaw badge' shown here.



Commendations will be given for three categories of the learner profile:

- **Subject Commendation**
Inquirers, knowledgeable, thinkers or communicator – students are given subject commendations by Heads of Departments for exceptional work and effort over a prolonged period of time.
- **Head of Year Commendation**
Risk-takers, reflective learners, communicators, balanced – students are given Head of Year commendations by Heads of Year for exceptional work and effort in several subjects or for exceptional contribution to the year group.
- **Leadership Commendation**
Principled or caring - students are given this award for exceptional contribution to the school community for example through student leadership.

Commendations will be given out every half-term in assemblies during a designated commendation week. Approximately 6-10 students in every year group will receive commendations in each subject.

Newstead Oak Leaf

When a student has collected each piece of the learner profile, they will gain a golden Newstead oak leaf badge.

House Points

Each member of staff at Newstead Wood school (teaching and non-teaching) have an allocation of two House Points per half term (12 in total). House Points are awarded when students have demonstrated outstanding adherence to Newstead Wood core values and ethos.

House Championship

Each year, students in all year groups compete in a range of competitions for the Newstead Wood House Championship. The winning house is presented with the House Cup and the winning house will receive a reward.

Formopoly Boards

Year 7 and 8 have Formopoly Boards displayed in their form room. Each certificate they earn moves them on 'one space' as forms compete for the rewards. Certificates are based on Form of the Week which compares attendance, behaviour and punctuality.

Behaviour Points

Although poor behaviour is rare, if it does occur, a stepped approach will be taken. This includes the use of positive behaviour management strategies and verbal warnings. If, despite these strategies, a student continues to choose inappropriate behaviour then a behaviour concern is recorded which will result in a detention being issued.

Students will be given a verbal warning. If behaviour is not corrected the student will then be issued a behaviour point.

When a behaviour concern is recorded, the student is asked to reflect. The following reflective questions are used to encourage students to think about the consequences of their behaviour choices and who is impacted by these:

- What has gone wrong?
- Why has this gone wrong?
- How do I feel about this?
- How is this affecting me and others?
- What do I need to do now to resolve this?

Such conversations may unearth causes of poor behaviour and enable members of staff to put appropriate support into place.

All behaviour points will be recorded on Arbor and parents will be notified via Arbor. Behaviour points will be given for:

- Lateness.
- Inappropriate uniform.
- Poor behaviour in lessons or incomplete work.
- Failure to meet the school's expectations.

Detentions

Behaviour points will lead to a student being given a detention.

1 Behaviour Point will lead to a 20-minute detention the next day at lunchtime with a member of the Senior Leadership Team (SLT).

2 Behaviour Points in a day will lead to a 40-minute detention the next day at lunchtime with a member of SLT.

3 or more Behaviour Points in a day will lead to a 50-minute after-school detention with a Head of Year, and a phone call home from the Head of Year to discuss the behaviour.

If a student misses a lunchtime detention they will be given one opportunity to resit their detention the next day (with 10 minutes added on). Failure to attend again will lead to an after-school detention.

Newstead Wood also has a Friday Detention that runs until 5pm. These may be given for one-off incidents or repeated poor behaviour. This will be issued when the Head of Year or member of SLT feel is necessary and parents will be informed via Arbor.

Detentions will all be recorded on Arbor as a Behaviour Point and parents will be notified through Arbor.

Detentions will also be given for:

- Lateness (same day detention)
- Inappropriate uniform.
- Homework incomplete
- Failure to meet the school's expectations.

Appendix 6 - Newstead Wood protocol for major behavioural incidents

Major behavioural incidents are rare at Newstead Wood School. We strive to create a welcoming ethos, where students are encouraged to be both tolerant and active within and beyond their community. To this end the conduct of all staff and students within the school community should reflect our shared values and ensure that all students are:

- Treated as individuals, respected and cared for in a way that develops a positive self-image.
- Aware that choices need to be made about behaviour
- Encouraged to take responsibility for their behaviour and conduct
- Encouraged to set their own targets, monitor and evaluate progress
- Valued as members of the school community
- Encouraged to contribute to the ethos of the whole school
- Treated fairly in line with our Single Equality Scheme.

As staff therefore, we have a key role to play in developing these attributes by actively

- promoting good behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.
- Challenging any form of discrimination.

On rare occasions where there has been a serious breach of the school's behaviour policy, Single Equality Scheme or Racial Incidents Policy deemed to be a major behavioural incident, students need greater support to modify their behaviour. Any sanction should:

- Aim to modify student behaviour
- Consider any specific individual needs of the student.
- Ensure the welfare and wellbeing of all members of the school community.

What constitutes a major behavioural incident? This list is indicative, not exhaustive.

Actions which endanger others or have the potential to endanger others. Actions which bring the school into disrepute.

Fighting; vandalism; truanting; plagiarism; racism; homophobia; bullying – verbal and physical, including prejudice-based bullying and cyber-bullying; use of offensive language; possession of or distribution of unauthorised materials; damage to property; theft; smoking/drinking on school premises; extreme rudeness to members of the school community.

Appendix 7 - Reasonable force and physical contact with students

At Newstead Wood School we are committed to ensuring that all our students and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise students' potential and achievement.

In the rare circumstances that it becomes appropriate to use reasonable force, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff are required while taking any of the action detailed in this policy to ensure that the student understands that this is a last resort and the security of the student is continually maintained.

All our procedures are in line with [Use of reasonable force - Advice for Headteachers, staff and governing bodies](#) (July 2013)

WHENEVER A MEMBER OF STAFF IS REQUIRED TO USE REASONABLE FORCE, THE HEADTEACHER and/or the DEPUTY HEADTEACHER SHOULD BE INFORMED IMMEDIATELY.
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What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Circumstances when Reasonable Force might be appropriate

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Staff must use their professional judgement to balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

What staff will do before and during the use of reasonable force

Before using reasonable force, staff will:

- remain calm and attempt to engender calm;
- tell the student to stop and explain to them what will happen if they do not;
- use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- continuing to speak and listen to the student(s);
- employing an appropriate level of eye contact during any dialogue;
- diverting, distracting, cajoling or humouring, where appropriate;
- reasoning with and offering appropriate choices to the student(s).

Whilst using reasonable force, staff will:

- use the minimum amount of force required to achieve the desired outcome;
- tell the student that physical restraint will stop as soon as it ceases to be necessary;
- continue to use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation.

Sometimes a teacher should not intervene in an incident without help. These include when dealing with physically large students or with groups of students, or if the teacher believes s/he may be at risk or injury. In this case, the teacher should remove other students who may be at risk and summon assistance from a colleague or colleagues, or where necessary, telephone the police. The teacher should inform the students that s/he has sent for help. Until assistance arrives, the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Ways in which staff may use Reasonable Force

Staff may use reasonable force by, but not limited to:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back;
- using more restrictive holds (in more extreme circumstances only).

Staff are not permitted to act in a way that might cause injury, for example, by:

- holding a student round the neck, or by the collar, or in any other way that might restrict the student's ability to breathe;
- slapping, punching or kicking a student;
- twisting or forcing limbs against a joint;
- tripping up a student;
- holding or pulling a student by the hair or ear;
- holding a student face down on the ground.

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Physical force cannot be justified in a situation that could clearly be resolved without force, for example, to prevent a student from committing a trivial misdemeanour.

Staff who are Permitted to use Reasonable Force to Control or Restrain Students

All members of school staff have a legal power to use reasonable force. This is outlined in Section 93, Education and Inspections Act (2006).

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

These include:

- teachers;
- learning mentors;
- behaviour mentors;
- teaching assistants;
- midday supervisors;
- other adults who may be working with students either on school premises or accompanying them on out of school activities, e.g. during field trips or on school journeys.

Other Physical Contact with Students

Our school believes that some use of appropriate, positive, physical contact with students can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- students requiring First Aid;
- students receiving coaching in sport or as part of another curriculum activity e.g. demonstrating how to use a piece of equipment in music or science;
- students being congratulated or praised;
- students in distress.

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with students. We will have particular regard for cultural sensitivities and gender differences, for the needs of adolescent students and of those who may be particularly vulnerable following previous trauma or abuse.

Staff are issued with a Code of Conduct which provides further guidance.

Power to search students without consent

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

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vaping equipment and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Record Keeping

Any incident involving the use of physical restraint will be recorded using eyewitness accounts from staff and students who witnessed the event and logged in CPOMS.

Date of last central office review:	Sept 2023	Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2024	Owner:	Headteacher
Date of next school level review:	Autumn Term 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	Autumn Term
School policy ratified by Local Governing Bodies	Autumn Term
Implementation of Group Policy	Autumn Term