

## **Section 3 - Secondary Specific Behaviour Policy:**

Last Reviewed Date: 20th June 2021

Reviewed by: M Elvie, Deputy Head of Pastoral, Secondary

Next Review Date: 20th June 2022

### **1. Rewarding Positive Behaviour**

Rewards are a visible way of praising students and acknowledging success in order to engender a sense of pride in individual achievements and in belonging to our school. Positive behavioural change is more likely to happen if a school has a good, vibrant rewards system which has integrity in the eyes of the students. Rewards are more likely to improve behaviour than any sanctions. In order to achieve a positive behaviour change, it is important that we uphold the values of the school and encourage our students to display positive behaviour. Teachers are expected to implement the steps set out in the Ready to Learn document - Ready to Learn: 5 to Start, 5 to Finish encapsulates our expectation for all lessons (Appendix 3).

Classroom teachers are expected to actively identify and praise positive behaviour through positive language, e.g. "thank you to those of you who are ready to learn," rather than negative language, e.g. "you three do not have your books out". Teachers should also model the behaviour they expect to see and be compassionate, respectful and responsible in the way that they deal with students and other staff.

Teachers may record positive behaviour - "Achievement Points" - electronically through the register; such as effort, collaborative learning, resilience etc.

Positive behaviour will be rewarded on a regular basis, through:

- Positive notes that can be handed out by teachers for any form of positive behaviour.
- Celebratory assemblies in which the Head of Year will recognise the highest achieving form; highest achieving students in each form as well as other positive behaviour, such as improvement in achievement or attendance.
- Regular rewards events are Daily, monthly, Termly & Yearly (Rewards policy) - these can include movie afternoons and the awarding of vouchers.

Teachers can refer to the Reward and Sanction document (Appendix 2) which will assist them when responding to different behaviours depending on the incident.

### **2. Responding to negative behaviour**

Everyone makes mistakes, and students at secondary school age tend to make more mistakes than adults as they are learning the social expectations and boundaries that will make them a successful part of society in the future.

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Students will be given the opportunity to make amends for their poor behaviour and given every chance to correct their behaviour. In order to facilitate this, students must be aware of, and be accountable for their negative behaviour. Students are apprentice adults and need regular, compassionate lessons. We want progress, not perfection and so if students demonstrate that they can improve then we can work with them.

Classroom teachers will record incidents of poor behaviour electronically (on the School Information Management System - SIMS) through the register. There is a scale of severity for these depending on their impact on the learning or the level of disrespect that may have occurred. These behaviour points are monitored and tracked by pastoral staff in order to inform them of any need for intervention.

Students who regularly receive behaviour points will be brought to the attention of Heads of Year and Senior Leaders. For students whose behaviour is persistently negative, or who are of concern due to certain incidents will be followed up. Interventions may include:

- Behaviour report (Appendix 4) - electronic/soft and hard copy report card that is fed-back regularly to parents and used to monitor behaviour improvement. Behaviour reports work in a 4-tier system with them starting with a tutor report and the highest reporting system being with the Head of School.
- Phone call home
- Parental meeting
- Access Plans (Appendix 6)
- Referral through to our school counsellor
- Behaviour contracts (Appendix 7) which will work in conjunction with the Learning Mentor (Appendix 5 - LM referral form)

\*A pastoral roadmap is followed by the Pastoral Team which runs in parallel with our personalised approach.

### 3. Escalation of behaviour

Students are made aware of the consequences of ongoing poor behaviour through the behaviour levels that have been shared with every student and which are displayed in classrooms<sup>1</sup>. This is used as a visual cue for students and parents so that they can see where they stand in terms of their (or their child's) behaviour.

Students are allowed to make mistakes as this is a vital part of the learning process, both academically and socially and emotionally. However, a student must learn from her or his mistakes and demonstrate progress in whatever area this might relate to. If a student does not improve her or his behaviour after repeated mistakes then she or he must progress through the behaviour system as appropriate for that child.

### 4. Suspension and expulsion

In cases of extreme behaviour, the school may decide to suspend, or in more serious cases, expel, students from school. These may be one off incidents, or a persistent failure to follow school expectations. NIS Lagoon regards the following as valid reasons for suspension or expulsion, but is not an exhaustive list:

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<sup>1</sup> See Appendix 2

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- Substance or alcohol abuse on school premises
- Persistent bullying
- Fighting
- Assault on a student
- Verbal abuse of a student or member of staff
- Threats, aggression or physical contact to a member of staff
- Severe disruptive behaviour in class
- Persistent infringements of relatively minor school rules that result in regular behaviour points
- Significant damage to school, staff or students property, either in or outside school
- Stealing from school, staff or students, in school and on school trips
- Unacceptable behaviour of a moral nature
- Setting off the fire alarm or causing the building to be evacuated.

Such cases of extreme behaviour will be adjudicated on an individual basis and the outcome will depend on factors such as the level, duration, impact and numbers of students involved in the incident. The school may make the decision to isolate students within school, or request that a student be picked up as the result of such incidents.

The nature and duration of the suspension will depend on the severity of the incident as well as other mitigating factors, such as the student’s general behaviour record. The suspension could be:

1. **The Bridge.** If it is necessary, students will be taken to The Bridge for one Lesson. They will work with the Learning Support Mentor or Counsellor who will work with the student to ensure they avoid reaching The Bridge again. This is a restorative approach to reducing behaviour issues and ensuring the students are not out of lessons for longer than necessary.
2. **External suspension.** Students will be required to stay at home. Work may be provided upon request or accessed through My Learning Fusion, the school’s VLE.

Single, extreme incidents or persistent refusal to meet school expectations may result in immediate expulsion from the school, or notification that the student will not be enrolled in the following academic year.

## 5. A restorative approach

We believe that good quality teaching and learning is built on the foundation of good relationships between teachers and students. Poor behaviour can damage this relationship and trust can be broken on both sides.

Where possible, the school will always endeavour to restore relationships between students and staff, or students and other students. Restorative approaches have been proven to improve standards and reduce the likelihood of subsequent poor behaviour.

We believe that students have the ability to improve their behaviour through support, education and encouragement. Giving students the chance to re-establish relationships is a vital part of this and a valuable life lesson. Teachers are expected to be the adult in these situations and demonstrate compassion and patience in helping our students to learn these important lessons.

## 6. COVID19- Online Behaviour

- Acceptable standards of behaviour are expected during online lessons
- Reminders should be given to the student about acceptable standards of behaviour online
- Teachers should be understanding that the unusual learning method, and student well-being issues, may result in behaviour exhibited by a student that they would not normally do 'in school'
- Warnings should be given if inappropriate behaviour occurs
- Parents should be notified and asked to speak with the student
- Inappropriate language or behaviour will follow the normal 'in school' procedures of referrals once warnings have been given and parents notified
- If the behaviour causes persistent disruption or offence (e.g. bad language) the child should be removed from the lesson it occurs in, parents notified immediately and the child allowed to re-enter online lessons as soon as possible once a response from parents has been received.
- Removing a child from an online lesson should only be a final sanction.

## Appendix 1 - Mission and Vision

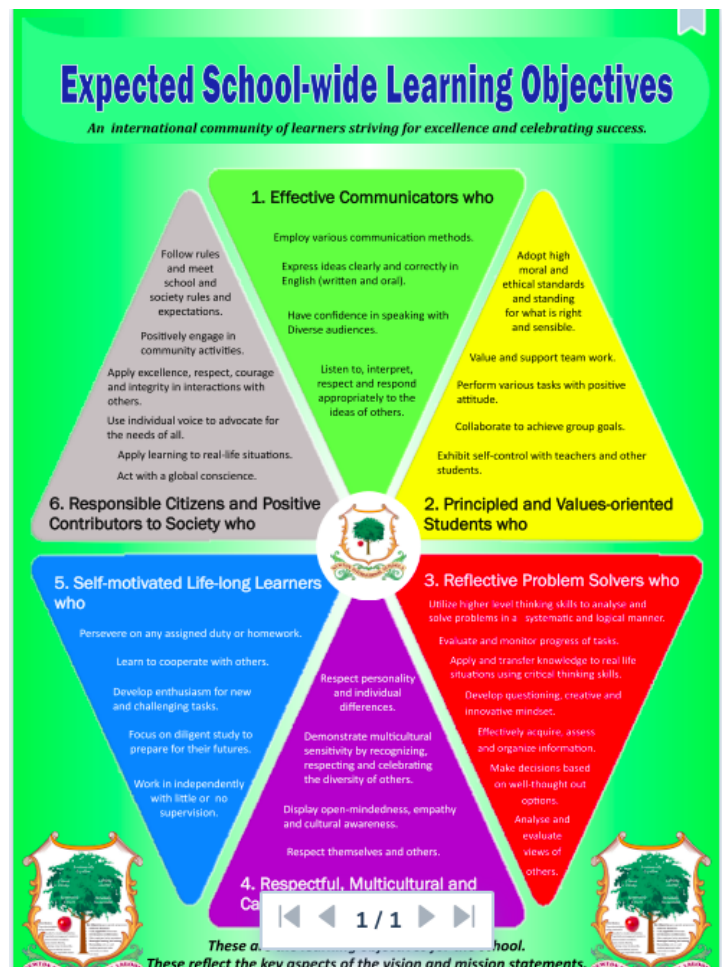
These are displayed in all rooms.



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## Appendix 2 - Behaviour Levels



**Class Teacher /Tutor**

Late to school  
Late to lesson  
Not meeting behaviour standards

Break  
detention



**Class Teacher /Tutor**

Persistent lateness to school or to lessons  
Continued poor behaviour

Break detention  
Parents informed  
Tutor report  
Behaviour Contract



**Head of Year /Department**

Truancy  
Persistent punctuality concerns  
Serious behaviour incident

Internal Suspension  
Parent meeting  
Head of Year /Dept. report  
Personal Learning Plan



**Deputy Head of Pastoral**

Persistent refusal to meet school behaviour standards.

Parent meeting  
External suspension  
Head of Pastoral report



**Head of Secondary**

Failure to improve after previous level interventions

Parent meeting  
Behaviour Action Plan

## Appendix 3 –





### Ready to Learn: 5 to Start, 5 to Finish



## 5 to Start

1. Years 7-9: Stand when your teacher enters the room.  
Years 10-12:  
Line up sensibly and quietly.







2. A uniform check will be completed. 
3. Stand respectfully and quietly behind your chair and wait for your teacher to ask you to sit. 
4. Planner out, equipment out and be ready to learn. 
5. Sit down and attempt the 'Do Now' activity. 

Respect Honesty Empathy Choices Responsibility



## 5 to Finish

1. Attempt the lesson plenary and evaluate your learning. 
2. Pack away and ensure your area is tidy. 
3. Stand respectfully and quietly behind your chair. 
4. A uniform check will be completed at the end of the lesson. 
5. Years 7-9: Sit quietly waiting for your next teacher.

Years 10-12: Wait to be dismissed by your teacher and exit the classroom sensibly.



\*Your teacher will escort you to the exit at the end of lesson 7

Respect Honesty Empathy Choices Responsibility



## Appendix 4 - Behaviour Report

### Tutor Report Card

**Students:** it is your responsibility to take this to every lesson, give it to your teacher, and then take it home to show your parents. Show it to your parents and bring it into school the next day.

**Teachers:** please fill it in with a brief comment about punctuality, behaviour and effort.

**Parents:** please check and sign every day.

**Dates. From:** \_\_\_\_\_ **to:** \_\_\_\_\_

	Lesson & Teacher	Comment
1		
2		
3		
4		
5		
6		
7		
Parent signature		

	Lesson & Teacher	Comment
1		
2		
3		
4		
5		
6		
7		
Parent signature		

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## Appendix 5 - Learning Mentor Referral Form



### Newton International School - Lagoon Learning Mentor Referral Form

<b>Name of Student:</b>	<b>Tutor Group:</b>	<b>Attendance (%)</b>
<b>Positive Points:</b>	<b>Negative Points:</b>	<b>Form Completed by:</b>

<b>Maths Grade:</b>	<b>English Grade:</b>	<b>Science Grade:</b>
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*Please describe the behaviour you are concerned about:*

*Please describe strategies you have tried with this student:*

*Please describe the behaviour you'd like to see.*

## STUDENT ACCESS PLAN

Basic Information	
Name	
Class	
DOB	
Assessment information	
GL spelling	100
GL reading	100
CAT 4	100
Progress	100
<div style="border: 1px solid black; width: 200px; height: 150px; background-color: #d9e1f2; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <p style="font-size: 24px; text-align: center;">Insert Photo Here</p> </div>	
Pastoral / SEND information	
Reason for plan	X has demonstrated behaviours that suggest that he has emotional or behavioural issues. Several teachers and his tutor have expressed concern.
Suggested strategies	<p>Use the general strategies found here:  <a href="https://drive.google.com/open?id=0B8Wl8l_A0m3ZdFdZnJNLbUMtc3p0NmxCT2ZwY19pbjhQYWUj">https://drive.google.com/open?id=0B8Wl8l_A0m3ZdFdZnJNLbUMtc3p0NmxCT2ZwY19pbjhQYWUj</a></p> <p>But also allow X 5 minutes to calm down and compose himself using his breathing techniques.</p>
Student comment	<p>I don't like it when teachers shout or stand over me. I don't know why but it just makes me nervous and want to run away.</p> <p>I like it when teachers are genuine and friendly. I like it when teachers send positive notes home. I like it when they listen to me. I work best at the back of the class because I know no-one behind me is looking at me and saying things.</p>
Parent comment	<p>X sometimes loses his temper and shouts but always says sorry later. It's like he just explodes and we don't know why. We have tried to support him but we are not sure how we can help sometimes.</p> <p>Teachers shouting at X is a recipe for disaster – he will just shout back and what is the point of that?</p>

## Appendix 6 - sample Access Plan

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## Appendix 7 - Teacher Counsellor Referral Form



### TEACHER-COUNSELOR REFERRAL FORM

Student Name:      Year Group/Form:

Requested by (please check): Teacher      Parent      Other

Reason(s) for referral:

Motivation	Friendship Problems	Excessive Absences	Anger
Profanity	Peer Relationships	Excessive Tardiness	Family Problems
Divorce	Inattentive	Withdrawn	Grief
Fighting	Hyperactive	Inappropriate Behavior	Concentration Problems
Excessive Worrying	Poor Social Skills	Depression	Personal/Unknown
Stress	Personal Hygiene	Poor Grades	Mental Health
Bullying	Dishonesty/Stealing	Destruction Property	Other

Interventions Tried:

Have you contacted parent/guardian about your concern?

Signature of Person Making Referral

Date:

**Note that for excessive absences/tardiness the referral must be written only by the HOP.**

## 7. E