



Behaviour Management Policy 2023-24

Section One

Aims, values and expectations

Aims

- We have the **highest of expectations** for our students, both of their behaviour and conduct and their ability to achieve in all areas of academy life.
- **No student's education should be disturbed or disrupted** by poor behaviour in classrooms.
- **No child should feel unsafe due to poor behaviour in corridors or in social spaces.**
- Students know 'with certainty' what is expected of them, what **the consequences will be if they breach these expectations**, and how it is celebrated when they meet them.
- To ensure that every member of the school community feels **valued and respected**.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where **effective learning can take place**.
- To **promote teaching and learning** through the building of good relationships based on mutual respect and consideration for others.
- To **reward positive behaviour** and provide encouragement and stimulation to all students.
- To treat all students **fairly** and apply this policy in a consistent way.
- To ensure that students are aware of the **School Rules and our Values**.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Values

The behaviour we expect from children and all in our school community come from what we value. Our values also shape how we manage behaviour in our school.

In NBS Smash we value:

- Respect for each other – to treat others how we wish to be treated
- Honesty in all our words and actions
- Open and effective communication
- Celebration of each other's differences
- Accepting responsibility for our actions
- Taking a pride in our school, our work and our community
- Working co-operatively and supporting each other
- Taking responsibility for our own learning and behaviour, where everyone tries their best.
- Respect for our environment

Expectations with regards to pupils:

Pupils will be expected to:

- Conduct themselves around the building in a safe, sensible manner and show regard to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and other pupils
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Expectations with regards to staff:

Staff will be expected to:

- Deliver a suitably planned and structured lesson which meets all individual needs
- Create a swift and purposeful start to the lesson
- Arrive in time to their lessons
- Reinforce clear expectations and promote positive behaviour in the classroom
- Deal with incidents of inappropriate behaviour by following the school's procedures

Expectations with regards to parents.

Parents are expected to:

- Support the school in upholding high standards of behaviour
- Ensure that students will attend school on time, every day
- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared for work

Section Two

Behaviour Management Process


An aim for every lesson is that students are 'Ready to Learn'. The principles of LEARN are visible in every classroom are:

- **Lean in and Listen**
- **Equipment at the ready**
- **Annotate and take notes**
- **Respond like a scholar**
- **Never interrupt**

The principles of being 'Ready to Learn' work alongside our behaviour and classwork expectations for every lesson. We expect all students to follow these expectations and in turn students will make greater academic progress. Referring back to our initial aims of:

- We have the **highest of expectations** for our students, both of their behaviour and conduct and their ability to achieve in all areas of academy life.
- **No student's education should be disturbed or disrupted** by poor behaviour in classrooms.

The behaviour and classwork expectations, of which are displayed in every classroom are:


**NEWTON GROUP
OF SCHOOLS**

Ready to Learn


Behaviour expectations

- Arrive to lesson/tutor on time.
- Line up outside of the classroom in silence
- Check you uniform is correct
- Walk into the classroom silently and stand behind your chair.
- Await the teacher's instruction to be seated
- Do not eat or drink in lessons. Water is allowed when students asks the teacher
- Be polite and respectful
- Raise your hand when addressing the teacher and wait to be asked to speak
- Listen actively and respond like a scholar
- At the end of the lesson, wait to be dismissed

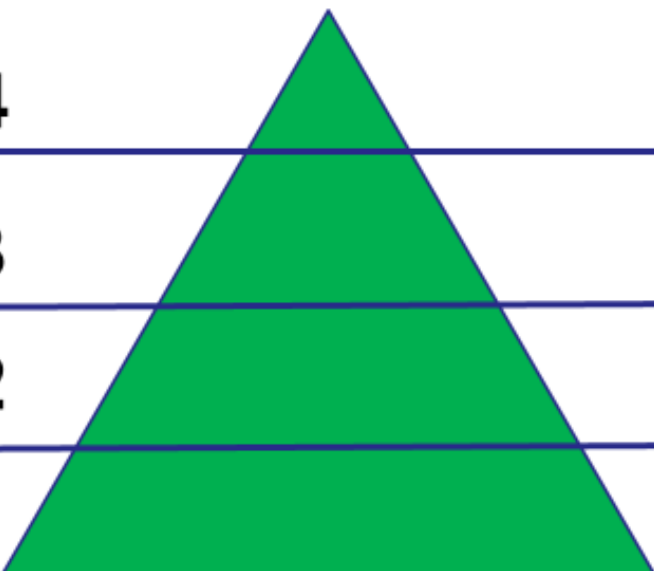
Classwork expectations

- In your book, rule off after the last piece of work with a pencil or start a new page.
- Underline the date and title using a ruler.
- Write in black ink
- Complete any drawings/diagrams using a pencil
- Read your teacher's feedback carefully
- Use purple pen when responding to teacher feedback and when making improvements
- Complete self and peer assessment in purple pen.
- Do not doodle or graffiti anywhere in your book
- If you make a mistake, rule through once with a ruler.
- Take pride in the way you present your work

Teachers will be expected to use their professional skills to refocus behaviour before progressing to the formal consequence system.


**NEWTON GROUP
OF SCHOOLS**

Behaviour For Learning



C4	Consequence 4- internal exclusion Serious, hurtful or dangerous behaviour
C3	Consequence 3- Removal (detention) Persistent level of disruptive/disrespectful behaviour or serious breach of expectations
C2	Consequence 2- Final warning Continued level of disruptive behaviour
C1	Consequence 1- Warning Low level disruptive behaviour

- **Step 1 –Warning (C1)- low level disruption - students name goes on the board**
- **Step 2 – Final warning (C2)- Continued low level disruption- a tick next to the students name on the board**
 - A teacher may have a quiet word with the student outside of the classroom to remind of expectations
- **Step 3 - Removal (C3) Three break time detentions in a 5 day block**
 - Removal from the classroom and moved to another room with work. Break time detention issued.
 - Form tutor to contact home and issue an after school detention if more than 1 C3 in a day
- **Step 4 –Internal exclusion (C4)- Hurtful or dangerous behaviour OR High number of afterschool detentions**
 - Day out of circulation with a member of the leadership team completing work set by the class teacher and to be returned to be marked.
 - Meeting with a member of Secondary leadership or coordinator to place the student on a report card and set targets and a behaviour agreement will be signed. At this stage, the CEO of the Newton Group will be informed.
- **Step 5 – Non-renewal of admission into the next academic year**

The Principal reserves the right to request the consent of the CEO not to renew the admission of a student if there is repeated failure to adhere to the values and Behaviour Management Policy of the school.

All steps taken must be recorded on SIMS

Detentions

There a 2 kinds of detention

1. Secondary break time detention

This will be held during breaktime, students will have an opportunity to use the toilets. There will be no eating or drinking during this period. Failure to attend will lead to further sanctions, including an after school detention. The break time detention will have to be undertaken in a designated room with one of the Pastoral members of staff or Senior member of staff.\

2. Secondary after School Detention

This will be held on after school with the form tutor and will last 30 minutes. The parent will be informed.

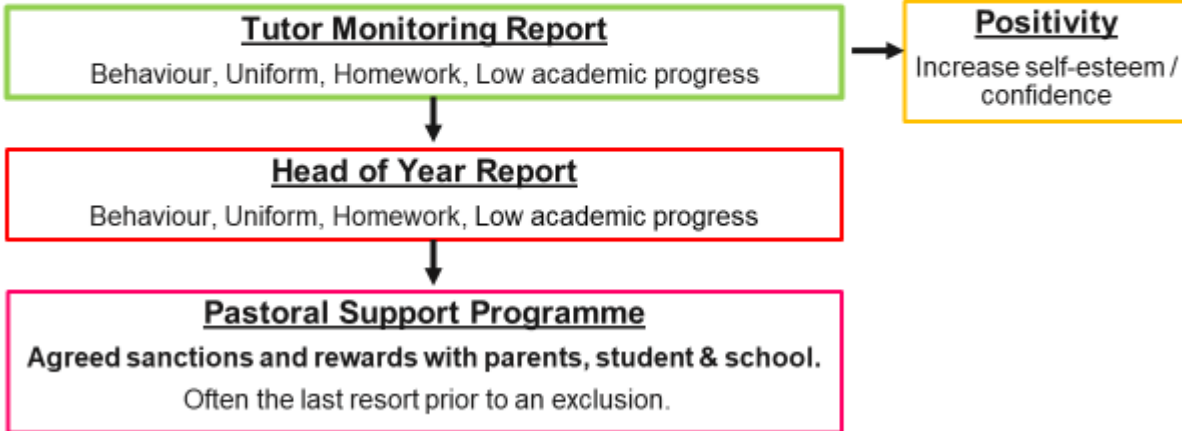
Report Cards

There are different levels of student reports that can be escalated if a student fails to improve their behaviour.

Types of Report



Escalation:



Example

Student name:

Report type:

Date:

Target:

Period	Subject	Teacher signature	Met target Y/N	Comment
Lesson 1				
Lesson 2				
Lesson 3				
Break				
Lesson 4				
Lesson 5				

Break				
Lesson 6				
Lesson 7				

Parental signature: _____

Comments

TARGETS (example):

- To not use any bad language towards other pupils
- To not disrupt the learning of others in the classroom
- To respect teachers and follow all instructions immediately

Behaviour Agreement

Date: _____

Re Pupil: _____ Class: _____

I agree that my child will in future respect and obey their teachers and the School Rules.

I agree to support the school with regard to the discipline and behaviour of my child.

Other.....

Signed: _____ (Parent)

Name (print): _____

Signed: _____ (Pupil) (if applicable)








Signed: _____ (SMT)

Section Three

Reward System

We use rewards to encourage children to keep to our school rules and meet their responsibilities in terms of their behaviour and learning. We believe that praise, encouragement and a warm, positive relationship between children and adults is the greatest reward we can give our children.

- Students are awarded house points that are collected. Students that receive over a given threshold are awarded certificates every half term. Those with the highest number of house points are placed on our 'House Boards' and celebrated within assemblies.
- House points earned will include house competitions and will go towards the house rewards events that take place throughout the academic year.
- Certificates of achievement are distributed from subjects throughout the year are show below.

	50	80	100	150	200	250	500
	Post Card	Bronze Award	Silver Award	Gold Award	Diamond Award	Platinum Award	Principal's Award
✓ Positive							
✓ House							
✓ HOY organised event for students with highest reward points termly							
✓ Termly rewards							
<ul style="list-style-type: none"> • Letters of commendation / Subject Awards • 'Star Card' certificates • Attendance certificates 							
✓ End of year rewards							
<ul style="list-style-type: none"> • Zero heroes (zero behaviour points/absence) • External visit/trip (top 150 students) • Internal event (qualifying students) 							

Section Four

Rules of the school

Separation of Boys and Girls

Boys and girls should be kept apart within secondary at all times and spoken and visual contact should be kept to a minimum. This includes break times and after school.

Fizzy and High Energy Drinks

It is strictly forbidden to bring or consume high energy drinks on the school site. If this occurs, the item will be confiscated and parents will be informed.

No Hitting, No Hitting Back

Physical violence to another child will not be tolerated under any circumstances, including hitting back.

It is important that all children learn to resolve conflict safely and calmly. Any child hitting in our EYFS classes will be dealt with by the class teacher and parents will be informed. From Year 1 upwards, the child will automatically be sent out of the classroom to SMT for that session at least.

If the behaviour is frequent or severe, a different sanction may be appropriate. For some children an *Individual Education Plan* may be needed to help the child to learn to manage their behaviour and parent meetings with teachers and KSC and/or SMT will be utilised to monitor progress.

Repeated failure to adhere to uniform policy

Students will be asked to change their uniform and issued with a detention. Parents will be contacted

Misuse of electronic communication

- This may result in internal exclusions.
- The CEO will be informed.

Pupil Searches

On the extremely rare occasion that it is deemed necessary for a pupil to be subject to a search of possessions. This will always be conducted by two members of staff. Searches on the possessions of male pupils will be conducted by male members of staff, searches on the possessions of female pupils will be conducted by female members of staff. Under no circumstances are items of clothing to be interfered with. Any search must be documented and parents subsequently informed.