Public

GREENWOOD ACADEMIES TRUST

Newark Hill Academy

Behaviour and Relationships Policy into Practice

Reviewed: September 2026

Next review: September 2028

We are here to enable every child to flourish in every way. We work together as a community to offer a launch pad for the children in our care to dive into life's adventures, striving for personal success and fulfilment.
We create a safe, welcoming environment that provides inspiring and motivating experiences, and support everyone to develop strategies that enable them to take full advantage of what the world has to offer. We believe that everyone has the talent and potential to excel in life.

We celebrate the uniqueness of every individual and cherish the diversity of the community we belong to. We want to make a difference and strive to be the difference.

Public

Relationship Behaviour Model

At Newark Hill Academy, we recognise the importance of intervening and supporting pupils with behaviour at Primary School. This is the first opportunity for such intervention for many pupils and, if successful, can impact their behaviour for the rest of their lives. It is a critical point in our pupils' lives.

We adopt and use a relationship behaviour model. The following explains how it is applied:

- Behaviour is something to interpret
- Children and young people are prone to making mistakes and highly responsive to the environment and the context
- Behaviour management is predominantly through relationships
- Children who don't manage should be understood and included
- Boundaries and limits are to keep everyone safe and to meet everyone's needs
- Rules should be developed together and adapted when needed
- Consequences are only used within a process of restoring and repairing relationships 'Inappropriate' behaviour is a sign of unmet needs, stress (difficulty in coping), lack of understanding and skills
- The causes of the difficulties are mostly in the environment (home or school) and within the context of relationships
- The solutions lie in understanding what the behaviour tells us about the child and their needs
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

Behaviour Culture and Ethos

At Newark Hill Academy, we believe that positive behaviour is everyone's responsibility and is achieved through strong relationships, clear routines, high expectations and consistent implementation. We recognise that pupils thrive when they feel safe, valued and understood. Our behaviour culture is built upon the belief that every child can be successful. Through explicit teaching, predictable routines and a shared commitment from staff, pupils and families, we create a calm, orderly and purposeful environment where learning can flourish. Our approach reflects our commitment that Every Child Matters and Every Moment Counts, ensuring all pupils develop the knowledge, skills and self-regulation needed to be successful learners and responsible citizens.

Induction of New Pupils

All pupils new to Newark Hill Academy are supported through a structured induction process designed to help them quickly understand the academy's culture, routines and expectations.

During their first six weeks, pupils participate in a pastoral induction programme and complete the **New to Newark Hill Academy** workbook. This process explicitly teaches:

- Academy values and expectations.
- Behaviour routines and procedures.
- Positive relationships and belonging.
- Learning behaviours.
- Available support systems and key adults.

Staff regularly review pupils' progress throughout the induction period and provide additional support where necessary to ensure every child feels safe, welcomed and fully included within the Newark Hill community.

'This is how we do it here'

At Newark Hill Academy, our expectations are clear and consistent throughout school. From their very first day, all staff, parents and children are taught 'how we do it here'.

We have key expectations of every member of our school family. We expect every child and adult to:
Be Respectful, Be Responsible, Be Resilient

Being Respectful. Responsible and Resilient means that our children can learn and grow both academically and emotionally.

From here, we can ensure that our children are able to discover and retain new knowledge and skills but also develop as well-rounded, aspirational citizens with a strong set of values.

These expectations are central to the way we manage all behaviours in school as well as through our PSHE curriculum, Personal Development One Life offer and as part of 'The Zones of Regulation' and Self-Regulation teaching and learning through our One Life offer.

The Zones of Regulation is a whole school approach to help children develop, understand and manage their emotional literacy. Throughout the academic year, we shine the spotlight on our values so that children understand that the development of their values and their application of them are as important as their academic ability.

As a school, we use Class Dojo as a way of monitoring and celebrating 'Above and Beyond' behaviours.

We also use this platform as a means of engaging parents as partners in their child's education and maintaining good communication regarding their child's achievements and behaviour.

The Behaviour Curriculum

At Newark Hill Academy, behaviour is taught in the same way as any other aspect of the curriculum. We do not assume that pupils automatically know how to behave; instead, we explicitly teach, model and reinforce the behaviours, routines and habits that support learning and positive relationships.

Behaviour expectations are taught through assemblies, Personal Development, classroom practice, transition routines and daily interactions with staff. Pupils are provided with regular opportunities to practise and refine these behaviours so that they become embedded over time.

Through our Behaviour Curriculum, pupils learn:

- How to be ready, respectful and safe.
- How to regulate emotions and respond appropriately to challenge.
- How to communicate respectfully with others.
- How to resolve conflict positively.
- How to contribute positively to the academy community.
- How to demonstrate the values embedded within our CHILD Pledge.

Staff consistently model these expectations, ensuring pupils receive clear guidance, feedback and support to meet the high standards expected across the academy.

Roles and Responsibilities

<u>Modelling positive behaviour</u>

All staff, every day, will ensure that they:

1. Always greet a child with warmth, politeness and respect.
2. Prioritise the development of positive relationships with, and between, children
3. PRAISE IN PUBLIC – Deliberately and persistently catch children doing the right thing and praise them in front of others
4. REPRIMAND IN PRIVATE where possible – Deal with unwanted behaviour quietly and / or away from other children
5. Never walk past or ignore children who are failing to meet expectations
6. Always redirect children by referring to be 'respectful, responsible and resilient
7. Support pupils to always move around school quietly and sensibly.

8. Use children's names rather than nicknames or pronouns
9. Be a good role model through ensuring classrooms are organised effectively, lessons are ready to go, and appropriate adaptations are made to cater for children with SEND and those children with disabilities
10. Follow guidance for use of Class Dojo to ensure a consistent approach for all children throughout the academy
11. Record more serious behaviour incidences on CPOMS
12. Use behaviour scripts consistently when dealing with escalated behaviours

<u>When communicating, all staff will:</u>

1. Use a polite, calm tone of voice at all times
2. Avoid use overly emotional words to describe behaviour, e.g. 'disgusting' or 'terrible' instead using 'not nice' or 'not kind'
3. Focus on the behaviour, not the child
4. Use 'we' when talking about expectations "At Newark Hill Academy, we move quietly."
5. Use 'if' and 'then' to clarify actions and consequences, e.g: 'If you choose to throw a pencil, you will then miss your play.'
6. Follow through on 'if' and 'then' statements made but don't make threats which do not follow the school system, including giving class or group sanctions where an individual or individuals are at fault
7. If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model that mistakes are normal and that we take responsibility for our actions.

In addition to the expectations of all adults, the Headteacher and members of the Leadership Team must also:

- Be a visible presence around school
- Regularly celebrate students whose efforts go above and beyond expectations
- Encourage use of praise, communication with parents as soon as possible, certificates and stickers to reward above and beyond behaviour
- Ensure staff training needs are identified and met
- Support staff in managing students with more complex or challenging behaviours and parent communication when needed and know when to seek support. It is always ok to ask for help.

Pupil's responsibilities are:

- Demonstrate our school values by being respectful, responsible and resilient
- Move around the school quietly and sensibly
- Ensure shared are kept tidy and organized
- Respect school resources and equipment
- Be responsible for their own belongings
- Actively engage in lessons
- Follow instructions given by adults in school
- Let an adult know if there is a problem

Parental responsibilities are:

- Take all steps possible to ensure that children have had a good night's sleep and have eaten breakfast
- Inform school of any changes in circumstances which may influence a child's learning or behaviour
- Promote the importance of education and good behaviour choices to children
- Have high aspirations for their children
- Stay connected to Dojo and discuss Dojo points with their children
- Be supportive of the school values and promote them at home
- Support the school's Behaviour and Relationship Policy and co-operate fully with any behaviour procedures should they become necessary
- Engage positively and respectfully with school staff
- Act as a good role model for our children whilst on the school site
- Relay any concerns directly to school appropriately

High Expectations and Inclusive Practice

Newark Hill Academy is committed to maintaining high expectations for all pupils. We recognise that children may experience challenges, barriers or adverse experiences that can affect behaviour and wellbeing. However, support and understanding are not viewed as alternatives to high expectations.

Where pupils require additional support, reasonable adjustments, targeted interventions and individualised strategies will be implemented to help them successfully meet academy expectations. Our aim is always to remove barriers whilst maintaining an ambitious and inclusive culture where every pupil feels a sense of belonging and can achieve success.

Monitoring and Evaluation

Leaders regularly monitor behaviour, attitudes and culture to ensure expectations are implemented consistently across the academy.

Monitoring activities may include:

- Analysis of behaviour records and trends.
- Learning walks and classroom visits.
- Pupil voice activities.
- Staff coaching and professional development.
- Review of behaviour plans and interventions.
- Feedback from parents and carers.

This ongoing evaluation enables leaders to identify strengths, address emerging concerns and ensure that behaviour systems continue to meet the needs of all pupils.

Equity and Vulnerable Groups

The academy routinely monitors behaviour data to ensure our systems are fair, inclusive and effective for all pupils.

Analysis includes consideration of:

- Pupils with SEND.
- Disadvantaged pupils.
- Pupils with social worker involvement.
- Looked After and Previously Looked After Children.
- Pupils requiring additional pastoral support.
- Groups identified through academy self-evaluation.

Where patterns or disproportionality are identified, leaders will investigate underlying causes and implement appropriate support to reduce barriers to success and promote positive outcomes for all pupils.

Pupil Voice and Belonging

Pupil views play an important role in the ongoing development of behaviour and relationship practices across the academy.

Through council meetings, surveys, discussions and wider pupil voice opportunities, pupils are encouraged to share their experiences, views and suggestions. Leaders use this feedback to evaluate the effectiveness of behaviour systems, strengthen pupils' sense of belonging and ensure that all children feel safe, respected and listened to.

Positive Recognition

Recognising and celebrating positive behaviour is central to our approach.
Staff actively notice, acknowledge and reinforce positive behaviours, attitudes and contributions. The academy monitors the use of rewards, recognition and celebration opportunities to ensure all pupils experience success and receive encouragement to develop positive learning behaviours.

Our approach aims to strengthen motivation, raise aspirations and build a culture where positive behaviour is valued, recognised and celebrated.

Attendance, Behaviour and Wellbeing

The academy recognises the strong relationship between attendance, wellbeing and behaviour.

Where concerns regarding behaviour and attendance emerge, staff will work collaboratively with families, pupils and external professionals where appropriate to identify barriers and provide timely support. By addressing concerns at the earliest opportunity, the academy seeks to improve engagement, strengthen relationships and promote positive outcomes for pupils.

Response to Mistakes and Incidents

At Newark Hill Academy, we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At Newark Hill, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation).

We know that this is the best way to respond to our children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Newark Hill Academy believes in the power of using restorative approaches. Such processes do not shy away from using consequences, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

- What happened? (reflection)
- What were you feeling or thinking at the time?
- Who has been affected? (empathy)
- What can we do to make things right? (What can you do differently in future?)

Using this approach, children can reflect on what has happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This may be a verbal or written apology, a picture, or an action.

At Newark Hill, staff work with the children to ensure that they have learnt from an incident so that they can avoid such behaviour next time. Teaching of the skills required may be necessary to enable a different outcome in the future. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

We have a responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils.

For the majority of behaviour incidents, these can be managed within the classroom with the adult teaching them. When managing pupil behaviour, we need to consider the language we use. We should use:

- **Positive phrasing**
  Positive phrases are clear, uncomplicated, unambiguous instructions. The phrase should be supported with a 'thank you', to show an expectation that the pupil will comply
- **Limited choice of two options**
  This will often follow a positive phrase, allow the child to have time to think, process and consider. Ensure that both options are options that are acceptable to the child but do not move away from the two choices that have been offered
- **Language to disempower the behaviour**
  Anti-social empowered behaviour needs to receive as little interaction as possible; this will send the message that the behaviour is pointless. At times, it might be effective to empower other prosocial behaviours within the dynamic
- **De-escalation**
  This should be addressed using a 5-point menu as below Some examples might include:

Positive phrasing	Limited choice of two options	Language to disempower the behaviour	De-escalation
• Stand next to me • Put the pen on the table • Walk with me to the library	• Where shall we talk, here or the library? • Put the pen on the table or in the box • Are you starting your learning with words or pictures?	• You can listen from there • Come and find me when you come back • We can carry on when you are ready	• Address the child by name • I can see something has happened I am here to help • Talk to me and I will listen

When we do have to deal with behaviour that is considered unacceptable and is escalating, staff need to use de-escalation strategies to minimise the risks and reduce the behaviour response.

To support this, we will ensure our body language is as follows:

- Pupils are outside of an outstretched arm
- Good distance between adults and children
- Adults have a sideways stance
- When in a room, leave the door open
- Relaxed hands
- Manage height, not looking down

When approaching a child who is demonstrating the unacceptable behaviour, the following de-escalation script should be used, in any order, after addressing the child by name:

- Address the child by name
- I can see something has happened
- I am here to help
- Talk to me and I will listen
- Come with me and … (provide a limited choice of two options)

Consistent and Logical

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences such as receiving a certificate or being given Dojo points.

When responding to unwanted behaviour, the consequences we use at Newark Hill always have a clear link to the incident so the child can learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual. Children should develop an understanding that there will be a consistent response and consequence to unwanted behaviours at school, in order to learn to self-regulate in the future.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess. Where this is not possible a close alternative should be used.

For all behaviours, adults should consider if the child has adequate cognitive understanding and the right support to manage their behaviour. Approaches and strategies should be adapted to take this into account. Reasonable adjustments, including greater levels of support, may be needed for some pupils.

In **Reception** and **Year 1**, we teach pupils the rules and how to behave in school. Our approach and strategies help them to learn to do this with increasing independence.

In **Year 2** and **Year 3**, we support pupils to follow the rules they have already learnt. They may still need help but are generally able to manage their behaviour with greater independence.

In **Years 4, 5 and 6,** we expect pupils to manage their behaviour independently most of the time using the tools and strategies they have learned earlier in school.

	Behaviour	Our Approach	Strategies to respond - these must be in the best interest of the child
Positive Behaviour	**Behaviour as Expected** • Sitting in seat engaged in learning • Active and meaningful discussion with peers • Resources being used to support learning • Walking quietly around the school • Lining up quietly and promptly • Greeting and engaging with adults appropriately	**Positive Praise** • Highlight pupils who are ready to learn. • Select pupils to share their work with the class • Select pupils to share their work with Leadership Team • Reward Class Dojos for those pupils displaying the school values	**No records needed** • Non verbal and verbal praise (e.g. thumbs up) • Reward stickers • Celebration Certificate • Class Dojo points • Messages home – through Class Dojos • Visit to Leadership Team • Green Cards and shared with adults of choice
Stage 1 Response	**Low level disruption** • Wiggling on seat/ chair rocking • Talking to the person next to them • Fiddling out of sight • Running in school • Talking in the line	• Tactical ignoring • Request to see the learning • Distract and deflect away from the behaviour • Proximal praise for others	**No records needed** • Consider reasonable adjustments the child might need to maintain expected levels of behaviour.
Stage 2 Response	**Beginning to challenge** • Out of seat • Calling out • Fiddling and distracting others • Refusal (not defiance)* • Pushing in the line • Shouting in corridors • Pulling faces or making gestures	• Tactical ignoring • Remind the pupil of expectations • Positive phrasing ➢ Come and sit with me ➢ Walking, thank you ➢ Pencils down	**No records needed** • After several repetitions give a warning (discretely and quietly) • Discussion and conversation in own time to determine any underlying causes for the behaviour • Possible challenge or personal reward system

Stage 3 Response	**Deliberate challenge** • Continuation of Stage 2 behaviours • Leaving class without permission • Defiance (not refusal)* • Intentional lying • Deliberate throwing objects to distract • Deliberately disturbing others • Swearing • Reacting and causing harm • Verbal abuse	As above plus: • Limited choice (equal value) ➢ Where shall we talk, here or in the library? ➢ Put the pen on the table or in the box, thank you ➢ Are you sitting on your own or in a group? • Stuck record technique ("*inside when you're ready*" repeated every minute or so, no eye contact)	**Record on Arbor and reflection CPOMS** • Reflect on the behaviour with the child using restorative questions to determine any underlying causes for the behaviour • Possible time in another classroom • Inform class teacher and relevant staff members • Class teacher to notify parent/carer by phone or in person • Educational consequences to analyse impact of behaviours, (e.g. safety aspect of following adult instructions or to complete work during a break or lunchtime) • Separation from victim (if appropriate) • SLT to decide if reflection required
Stage 4 Response	**Serious and Deliberate** • Recurrent Stage 3 behaviours (more than 5 in one calendar month) • Refusing to return to class when supported • Intentional injury to another • Intentional damage to school or another's property • Stealing • Overturning or throwing resources that have the potential to injure others • Absconding and not returning when asked • Sexist, homophobic or racist remarks • Directed swearing	As above plus: • Disempowering the behaviour ➢ You can listen from there ➢ Come and find me when you come back ➢ Come back when you are ready	**Report to Leadership Team (LT) and record on CPOMS** • Inform class teacher and relevant staff members • Reparation, reflection and restoration conversation once the child is calm • Agree & implement a logical consequence • Possible internal supervision • Leadership Team to notify parent/carer by email, telephone or in person • Possible referral to the SENCo • Behaviour monitoring started, LT to inform parents • Behaviour Support Plan may be started

Stage 5 Response	**Very Serious** • Recurrent Stage 3 or 4 behaviours • Behaviour is creating a health and safety risk • Serious abscondment (i.e. leaving or attempting to leave school grounds) • Fighting • Intentional injury to another requiring medical attention to another • Intentional destruction of property • Intentional sexist, homophobic or racist remarks to cause offence • Serious theft (e.g. from an adult's bag) • Persistent bullying	As above plus: • Seek support from the Leadership Team • Use the de-escalation script and techniques • Encourage the pupil to move to a safe space • In some cases, supervising without the pupil's knowledge can be de-escalation. Seek guidance before implementing.	**Report to Leadership Team (LT) who will record actions via initial report on CPOMS** • Inform class teacher and relevant staff members • Reparation, reflection and restoration conversation away from the incident • Agree and implement a logical consequence • Head Teacher to notify parent/carer by telephone or in person • Referral to the SENCO • Formal meeting to be arranged by a member of the LT • Possible fixed term suspension completed by Head Teacher • Behaviour Support Plan and Risk Assessment • For persistent bullying see Anti-bullying Policy

*refusal – the act of refusing not to do something. May be due to cognitive or emotional overload.
*defiance – an intentional act of disobedience often used to demonstrate power.

Our aim is to work parents to ensure closer collaboration to improve a pupil's behaviour. Where a child has persistent stage 3 behaviour or above, parents will be informed. If you are unsure if this has met a threshold for informing parents, seek advice from SLT.

Removal from Classrooms

Removal from a classroom is a serious intervention and will only be used when it is proportionate, necessary and in the best interests of maintaining safety and learning for all pupils.

Where possible, staff will implement appropriate de-escalation strategies, restorative approaches and reasonable adjustments before removal is considered.

A pupil may be removed from class when:

- Their behaviour is preventing effective teaching and learning.
- Their behaviour presents a risk to the safety or wellbeing of themselves or others.
- Their behaviour remains at Stage 4 or Stage 5 despite appropriate support and intervention.

During any removal:

- Pupils will remain supervised at all times.
- Appropriate work will be provided.
- Staff will facilitate a restorative return to learning as soon as possible.
- The incident and rationale for removal will be recorded on Arbor and CPOMS.

Staff Training for Removal Areas

Staff responsible for supervising pupils during periods of removal receive regular training from Senior Leaders. This includes:

- Behaviour de-escalation techniques.
- Restorative approaches.
- Trauma-informed practice.
- Safeguarding responsibilities.
- SEND and reasonable adjustment considerations.
- Effective behaviour support strategies aligned with the Newark Hill Behaviour and Belonging Curriculum.

New staff receive detailed behaviour training as part of their induction programme, while all staff participate in annual behaviour training and regular updates throughout the academic year to ensure consistency and effectiveness.

Monitoring Removal

Removal data is reviewed by Senior Leaders to ensure removal is used fairly, consistently and effectively.

Analysis includes:

- Frequency of removals.
- Individual pupil patterns.
- Vulnerable groups, including SEND, disadvantaged pupils, children with social workers and looked after children.
- Repeat incidents and emerging concerns.
- Effectiveness of subsequent interventions.

Leaders use this analysis to identify trends, evaluate practice and implement additional support where required.

Recording, Monitoring and Oversight of Searches

Any search conducted by an authorised member of staff must be recorded on CPOMS on the same day. Records will include:

- The name of the pupil involved.
- The reason for the search.
- The date, time and location of the search.
- The staff members present.
- Whether consent was sought and the outcome.
- Any items found and action taken.
- Details of communication with parents/carers.

Any prohibited or confiscated item will be stored securely and dealt with in accordance with statutory guidance and academy procedures.

The Principal and Senior Leadership Team will review search and confiscation records regularly to identify patterns, evaluate the effectiveness of preventative strategies and determine whether additional support or intervention is required for individual pupils.

Parents/carers will be informed as soon as reasonably practicable where a prohibited item has been found or where the circumstances warrant parental notification.

Communication with External Professionals

Where a pupil who is subject to social care involvement, has a social worker, or is Looked After is removed from learning repeatedly or experiences significant behaviour concerns, the academy will communicate with relevant professionals as appropriate.

This may include:

- The allocated social worker.
- The Virtual School Head.
- Foster carers or key adults.
- Discussions and actions recorded as part of Personal Education Plan (PEP) reviews where applicable.

Early Identification of Emerging Behaviour Concerns

The academy places significant importance on identifying pupils whose behaviour may be deteriorating through repeated low-level incidents.

Behaviour records logged through Arbor are reviewed weekly during safeguarding and pastoral discussions led by Senior Leaders and the DSL team. In addition, a comprehensive behaviour review is completed every half-term and shared with all staff.

These reviews analyse:

- Frequency of incidents.
- Escalation from low-level behaviours to more significant concerns.
- Attendance and safeguarding links.
- Individual pupil patterns.
- Vulnerable pupil groups.
- Effectiveness of current interventions.

Where trends indicate that a pupil's behaviour is worsening, leaders will consider appropriate support, including:

- Parent meetings.
- Behaviour monitoring.
- Behaviour Support Plans.
- Pastoral interventions.
- SEND reviews.
- External agency referrals where appropriate.

This proactive approach ensures concerns are identified early and support is implemented before behaviours escalate.

Example Stage 3 message:

Dear Recipient(s) First Name*,*

Student(s) First Name*has been involved in a behaviour incident today which has resulted in them being dealt with by the Principal, Deputy Principal or Assistant Principal due to its severity.*

The incident and how it was dealt with is available to be viewed on the Academy Arbor App under the 'Behaviour' icon.

Please follow this up at home working alongside our behaviour policy developing our pupils to responsible citizens.

Thank you in advance.

The Senior Leadership Team

Newark Hill Academy

Example message to parents:

*This week, *** has demonstrated consistent, positive behaviours in school and, as a result, has been a good role model.*

Example email to parents

Dear Parent/Carer,

*I am writing to inform you that *** has displayed exemplary behaviour all term and I would like to say well done. The school has clear rules and expectations, and *** follows them consistently.*

They are a positive role model for others and as a result, are making progress both socially and academically.

Thank you for your continued support with both your child and the school: it is very much appreciated.

With best wishes,

Mr C White

Headteacher

Dojo Points

Children at Newark Hill Academy are taught to be respectfully competitive and work hard both academically and socially to achieve Dojo Points.



Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom; it helps teachers focus on positive feedback.



Dojo Points can be awarded for extremely high-quality pieces of work or tasks above and beyond and are recorded on the online app. Impeccable behaviour and significant acts of kindness can also earn Dojo points. Teachers can customise the behaviours or skills, such as "Good effort" and "Resilience", and instantly award students in class Dojo points for doing the right thing.

Children will see how many Dojo Points they have accumulated over the lessons and can choose to "cash in" these points for prizes. Once a child 'cashes in' their points they will return to zero: this reward system teaches the children the value of saving, encouraging them to wait and continue to collect points to receive a prize of greater significance.

Breaches of Behaviour

Dealing with challenging behaviour should always include a balance between:

a) The needs and inclusion of the individual child concerned
b) The entitlement of the class
c) The capacity of the teacher

Where a child is showing crisis level behaviour, a no-blame approach should be taken and adults should bear in mind, it is rarely personal. If crisis behaviour is repeated, a Behaviour Support Plan will be created by a member of the Senior Leadership Team in conjunction with the class teacher. The plan will aim to prevent the pupil entering crisis.

All staff that work with pupils with a Behaviour Support Plan are expected to follow the sequences and scripts set out in the plan.

Where a pupil 'switches' back to expected behaviours, and the behaviour has not exceeded stage 4, the pupil will be allowed to 'fit back in', and a restorative conversation will be held as soon as it is appropriate to do so.

If the behaviour requires a significant consequence, SLT must be involved immediately through the on-call radio system. If a suspension is required, a member of the Leadership team will hold a reintegration meeting with the pupil and their parent of the first day back following the exclusion. The meeting will aim to identify positive actions that the pupil and adults can take to prevent similar behaviours from occurring in the future. **SLT will communicate the outcomes of reintegration meeting with all relevant staff, as well as any reasonable adjustments that have been agreed.**

Children may also be suspended from after school clubs and off-site activities. This decision will be made by the Headteacher, after a risk assessment has been carried out considering the health and safety of the child and the rest of the group.

Pupils with specific needs

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole academy behaviour management systems to be modified to manage their behaviour.

Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. For these children there will be an Individual Support Plan and/or a Behaviour Support Plan written by the SENDCo in consultation with teachers and support staff and reviewed regularly. Changes to Behaviour Support Plans must not be made without consultation with the SENDCo.

If progress on the behaviour targets is unsatisfactory and further advice is required, the school may, at this point seek parents' permission to involve outside agencies to recommend further strategies and arrangements.

Equality and Protected Characteristics

The academy promotes a culture of respect, inclusion and equality.

Any incident involving discrimination, prejudice or derogatory language linked to a protected characteristic, including race, religion or belief, disability, sex, sexual orientation or gender reassignment, will be taken seriously. Such incidents will be investigated, recorded and addressed in line with safeguarding procedures, equality duties and academy expectations.

All pupils have the right to learn in an environment where they feel safe, respected and valued.

Suspensions and Permanent Exclusion

Newark Hill Academy is committed to early intervention and inclusive practice. Suspension and permanent exclusion are used only when all appropriate and reasonable strategies have been considered, or where the seriousness of an incident requires such action.

Before considering suspension, the academy will seek to demonstrate that appropriate support, reasonable adjustments, pastoral intervention and targeted strategies have been explored where appropriate. Decisions will always be made fairly, proportionately and in accordance with statutory guidance, taking account of individual circumstances and the academy's duty to safeguard all members of the school community.

Communication with parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are invited to come into the academy to discuss issues concerning their child at a convenient time to both them and the member of staff.

Parental support at an early stage is encouraged in devising a plan of action to support their child. It is also useful if the parent informs the Academy of any home circumstances that might affect their child's behaviour and attitude at the academy.

In every instance where a pupil is sent home for disciplinary reasons, the Principal will formally record and specify the length of the suspension (for reporting purposes this should be recorded as half day, whole day or lunchtime). They will ensure that:

- They are meeting their legal duty of care towards pupils, providing appropriate supervision whilst on site, and ensuring parents are formally notified if a pupil needs to be removed from site.
- Child protection issues are taken into account; and
- Pupils' human right to education is not contravened.

If efforts to resolve the issue with the parents are unsuccessful the academy will consider whether to contact the Educational Inclusion and Partnership Team (EIPT) and seek the advice of the LA about available remedies.

Recording Behaviour Incidents

We have a clear process and system in place to record incidents that occur. We use this information effectively to enable strategic oversight and to influence and review practice. Incidents are recorded via Arbor as a negative behaviour incident and then the relevant categories.

Arbor incidents are reviewed by the Headteacher and the Leadership Team daily. Additionally, these incidents are reviewed monthly to identify persistently negatively behaviour incidents, to identify further actions that can be taken to support pupils such as referrals to outside agencies or additional work with the family.

To ensure consistency when recording incidents on Arbor, the following structure is used by all staff members to record what happened at the time. Staff should not include opinion or their own emotions:

- Setting (time, environment, relationships, etc.)
- Trigger (stressor)
- Action (What happened?)
- Result (what happens next?)

Complaints

If parents are not happy with the way that they or their child are treated by any member of the staff or other parent at the school, they should contact a member of the Senior Leadership Team. If they are unhappy with the way their complaint is dealt with, parents can then follow the Trust's Complaints Procedure

Trips or visits outside the Academy building

- The visit leader will be responsible for making the other adults and children aware of the behaviour that is expected of them
- A child will be moved to a different group or will have to remain with the visit leader if poor behaviour persists
- Poor behaviour on a school trip may be passed on to the Leadership Team on the class's return to school
- Where possible all children are included in educational visits, but individuals can be excluded from school trips or visits if their behaviour could or would be a danger to themselves or others
- If taking a particular child on a school trip gives cause for concern, an individual risk assessment will be completed, and additional staff members (including Leadership Team) may attend to support

Use of Physical Intervention

Occasionally it is necessary to use physical intervention if a child is posing a risk to themselves or others. This will always be a last resort when all other de-escalating strategies have been exhausted. The Academy follows the principles outlined by the Restraint Reduction Network and the DfE.

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 pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.'

Training

Newark Hill Academy ensures that all relevant staff receive the necessary training so that they are able to act safely when a pupil needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the Academy office.

Newark Hill Academy understands ***our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).***'

Power to search pupils without consent

In addition to the general power to use reasonable force described above, principals 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 and cigarette papers
- e-cigarettes
- 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 Academy rules. Separate guidance is available on the power to search without consent.

Older pupils are allowed to bring a mobile phone into the academy but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end.

Behaviour outside the Academy

Pupils' behaviour outside the academy-on-academy business (e.g. trips, sports fixtures) is subject to the academy's behaviour policy and will be dealt with as if it had taken place in the academy.