

CARDINAL NEWMAN
CATHOLIC SCHOOL

January 2023

Reviewed by: *Ms C Jarman*

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Positive Relationships (Behaviour) Policy

"God is love, and he who lives in love lives in God, and God lives in him" (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives. Caritas – the love which is God – is the gold thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities. We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high in the future.

Our three Newman values are;

Caritas – I have been created for a specific purpose

Excellence – I always aim for my personal best

Together – I am a link in a chain

Our commitment to the care of our most disadvantaged students is core to our Catholic mission of what Pope Francis calls the preferential option of the poor.

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At CNCS we believe that strong positive relationships improve learning, behaviour and well-being for all. We help students to improve their behaviour through a series of support interventions that are designed to encourage a positive connection with the school, build relationships and change behaviours.

Key points:

1. Remember the mantra 'Connecting before correcting'. Follow the NEU Guidance (page 14) to support with managing behaviour both inside your classroom and around the school.
2. Notice and recognise positive behaviours - praising a student for doing the right thing, making a positive phone call home, or awarding a Caritas Coin (approx 2 per lesson per class, and every tutor time) goes a long way. It also helps staff keep a sense of proportion in that the vast majority of our students are doing the right thing all of the time.
3. Use ClassCharts to log all behaviour incidents; this allows pastoral teams to monitor and support these students. Even if it is an "Information only" log. When you record an incident on Classcharts tell the student what you are doing and why; this will allow them to start reflecting on their behaviour. For larger incidents of behaviour that require follow up from pastoral teams, you should provide a description of the incident under 'Comments' For these cases you are also expected to speak to/email the student's pastoral team (PAM and PPL).
4. For incidents in the classroom that require immediate support or intervention teachers are encouraged to follow the steps outlined in the Behaviour Target and/or use 'On Call' via Classcharts.

The Positive Relationships (Behaviour) Policy at Cardinal Newman Catholic School sets expectations for our students and staff which are rooted in Catholic Christian values. In particular, this policy is founded on the importance of our values of Caritas, Excellence and Togetherness, known as The Newman Way.

- *Caritas – I am proud that I have been created for a specific purpose. I am valued, I am valuable. And I value others.*
- *Excellence – I always aim for my personal best. I have the power to make everyone’s day better, every day.*
- *Together – I am a link in a chain, I am part of the Newman Team. I understand that my strength is about lifting somebody else up, not putting somebody else down.*

As the adults in the school, all of our relationships (with students, parents, visitors and each other) should model these values and exemplify the Newman Way where we seek to build positive relationships with all we come into contact with. With students, this can be summarised as **“connect before you correct”**.

Our policy promotes personal responsibility and the need for justice, but it also facilitates healing and reconciliation, particularly for those in the Newman Family who have faced trauma or who have SEND (Special Educational Needs or Disabilities) or SEMH (Social, Emotional or Mental Health) issues.

Cardinal Newman Catholic School strives to create a school community which helps every one of us to achieve our personal best. Our Positive Relationships (Behaviour) Policy places relationships as the cornerstone for young people to thrive; academically, socially, emotionally and spiritually.

We have adopted the NEU’s Positive Behaviour Management guide as the basis for our approach. It can be read online here neu.org.uk/media/32/view
(A printer friendly version can be found in Appendix A and in the staff handbook.)

Aims & Objectives

The aims and objectives of this policy are:

- To develop in our young people a strong sense of morality based on our Catholic Christian values that allows them to take on board the thoughts and feelings of others so that that all members of the school community feel safe, respected and valued.
- To create a positive, creative, nurturing environment that facilitates effective learning and teaching.
- To teach young people to develop their self-esteem and to communicate and regulate their emotions in a way that helps them take responsibility for their own behaviour.
- To ensure that consequences are fairly and consistently used to reinforce positive behaviour and to discourage and improve negative behaviour.
- To foster and strengthen the home school partnership.
- To ensure support systems are in place for students and for staff.

Key Principles: We believe that the following factors promote positive behaviour

- An emphasis on the positive.
- Positive school ethos in which all adults promote positive relationships based on Caritas, Excellence and Together, as outlined in The Newman Way.

- Students' positive behaviour choices are reinforced, praised and encouraged.
- A structured, well ordered environment in which there are clear expectations of all students.
- Adults have high expectations of students to achieve their personal best.
- Teachers teach behaviour and our expectations explicitly.
- Teachers plan learning experiences for students that are matched to their needs.
- Adults are positive role models for students.
- Students are encouraged to take responsibility for their own behaviour.
- Consequences for unacceptable behaviour are fair and consistently applied. However, we differentiate our behaviour policy as appropriate to meet the needs of all children/young people within our school community, in line with the Equality Act (2010).
- Students are supported in resolving differences and conflicts.
- Students are supported in developing alternative strategies to change negative behaviour patterns.
- School staff and parents/carers work together to address difficult and unacceptable behaviour.

At Cardinal Newman Catholic School, we recognise that consistency and routines help young people to feel safe.

- The Newman Way sets out our high expectations of all students and helps us to build positive relationships. It should form the basis of any conversations that we have with students about their behaviour. Praising a student for following The Newman Way or linking a certain behaviour to the infringement of one aspect of The Newman Way will help the student to reflect and understand the consequences that will follow.
- We aim to ensure all school staff are aware of the strategies being used to support individual children/young people with additional needs.

The Newman Way

Caritas I have been created for a specific purpose. I am valued, valuable and I value others.	We uphold our Catholic Christian Values
	We treat anyone, including ourselves, with kindness and respect.
	We understand that drugs, alcohol, tobacco, weapons and mobile phones can cause harm and are banned.
	We take wider responsibility for our school and the environment
Excellence I always aim for my personal best.	We are always on time with the correct equipment
	We follow instructions
	We are in the right place
	We listen to each other & staff in silence and follow instructions first time
	We participate in lessons, never disrupting the learning of others.
	We participate in lessons

	We complete all work on time and with pride
Together	We wear our uniform correctly
	We do not tolerate discrimination in any form
I am a link in a chain	We take responsibility for actions and work with staff to move forward.
	We take responsibility for our actions
	We move around school calmly, following directions & the one way system.

Recognition – rewarding the vast majority who do the right thing all of the time.

We know that so many of our students do the right thing at the right time, work hard and treat each other with respect. The below systems are formally designed to recognise hard work and Caritas. We aim to recognise, praise and celebrate successes. Telling a student that they have had a good lesson, thanking them for their contributions or noticing an improvement are powerful in maintaining good behaviours and positive relationships and should be common practice. Making a positive phone call home always has a significant impact and is strongly encouraged.

Staff will seek to recognise positive behaviour in the following ways:

- Always acknowledging, praising and thanking students for good behaviour
- Awarding Caritas Coins
- Making positive phone calls home

- **Using the ATL system every half term**
 - Each half term after the ATLs have been processed, ~the top 100 students per year group awarded either a bronze, silver or gold award for their ATL each half term
 - Approximately the top 20 will be awarded gold, next 30 silver, next 50 bronze.
 - Certificates are also given to the ten students who made most progress in their ATLs.
 - These are reported back to students and their parents and carers
 - Those who receive gold certificates receive additional recognition by being entered into a prize draw.

- **Awarding Caritas Coins on a daily basis**
 - Caritas Coin is a points based system to reward our students for their kindness and respect towards others and their environment on a daily basis
 - Classcharts has a simple 'Caritas Coin' option that staff can use, PPLs/SLT have access to a Caritas 5 as well.
 - Teachers can issue Caritas Coins easily through Class charts
 - Caritas coins can also be award for extra curricular activities too
 - Tutors issue a Caritas 5 to their 'star of the day' in their form group

- Parents are informed automatically when their children are awarded Caritas Coin and celebration emails will also be automatically sent when students reach a certain threshold of points
- Weekly summaries of the Caritas Coin totals of each House are sent with the weekly form notices on a Monday and competition is driven through PPLs, form tutors and in assemblies

Interventions and supportive consequences

Working with outside agencies and with resources we create within school, we pledge to seek as many creative interventions and support packages as possible for those students whose behaviours are challenging or starting to become challenging. Equally for students who have low self-esteem to a poor self-image or sense of identity, we also pledge to support them as creatively as we can.

Supportive consequences

The intention of consequences is to improve behaviour.

Infringement of any aspect of the Newman Way can be recorded using the behaviour protocols on Classcharts.

*There will be instances when a PPL will decide to alter the consequence, but this table outlines the 'rule of thumb'.

The Newman Way			Behaviour point on Classcharts	Points	Range of Supportive Consequences
C A R I T A S	We uphold our Catholic Christian Values	C1	Disrespectful behaviour during prayer, assemblies, Mass	2	Conversation with staff detention (ranging from lunchtime to friday PPL)
	We treat anyone, including ourselves with kindness and respect.	C2	Any unkind behaviour Sexual harassment/ misconduct Dangerous Behaviour Rudeness to staff Swearing	2	Conversation with staff Detention (ranging from lunchtime to friday PPL) Red line consequence
	We understand that drugs, alcohol, tobacco, weapons and mobile phones can cause harm and are banned.	C3	Possession and/or use of any forbidden items Mobile phone visible on site	1	Red line consequence Detention (ranging from lunchtime to friday PPL) Mobile phone should be confiscated and passed to the PPL****

	We take wider responsibility for our school and the wider environment	C4	Dropping litter Dropping chewing gum Graffiti Damage school property	1	Conversation Detention (ranging from lunchtime to friday PPL)
EX CE LL E N CE T O G ET H ER	We are always on time with the correct equipment	E1	No/incorrect equipment Late to lesson	0	Conversation with staff Support from PAMS Dept consequence Conversation with PAMS
	We follow instructions	E2	Defiance Refusal to give name	3	Detention (ranging from a lunchtime to friday PPL) or CS17 (Close Supervision)
	We are in the right place	e2	Out of bounds on site	1	Lunchtime detention
	We are in the right place	e2	Out of bounds off site	1	Friday PPL detention
	We listen to each other and staff in silence and follow in structions first time	E2	Persistent disruptive behaviour	1	Two opportunities to connect then correct Lunchtime detention
	We participate in lessons, never disrupting the learning of others.	E3	Moved in the classroom Removed from the classroom- parked On call	0 3 3	No detention (for information) On call removal - afterschool On call removal - afterschool detention
	We participate in lessons	e3	Truancy	3	After school detention
	We complete all work on time and with pride	E4	Lack of effort with classwork or homework	0	Conversation Two opportunities to connect then correct Dept consequence
We wear our uniform correctly	T1	Incorrect uniform No PE kit	0	Opportunity to correct Lunchtime detention	
We do not tolerate discrimination in any form	T2	Prejudiced based comment	3	Education around behaviour Red Line consequence	

We take responsibility for our actions and work with staff to move forward.	T3	Not owning up, blaming others	1	Conversation Lunchtime- PPL detention
We take responsibility for our actions	T3	Missed detention	2	Longer detention or seclusion
We move around the school calmly following directions and the one way system.	T4	Poor corridor behaviour	1	Conversation Lunchtime detention
		Late for Lesson 1	0	R1/2 Late detention
		Late for lesson		Lunchtime detention
RED LINE - this comes with no behaviour points, but is for PPLs to add any red line (potentially suspendable) behaviours. And here PPLs will add full comments and details				

***Any fixed term suspensions (so called “red lines”) should be referred to the Daily Behaviour Panel of SLT members. Here context, history, level of disruption caused etc is considered and the suspension term ratified by the panel.**

****Class Charts notifies parents for any behaviour logs issued**

*****Only PPL, PAMS, SLT and subject leads can issue Afterschool and Friday PPL detentions (but On Call will automatically generate an afterschool detention)**

- 1. The staff member who witnesses the behaviour is expected to log it onto Classcharts, selecting the Behaviour Point that best describes the infringement. In most cases this will trigger a second break detention.**
- Conversations that we have with our students and/or their parents or carers are likely to have the biggest impact in changing a student’s behaviour and it is therefore important that **the staff member who logs the behaviour tells the student that they are doing so, and why. “I am giving you a behaviour point because you have had your phone out in the lesson”**. Posters of the Newman Way are up in every classroom and House office to support conversations. The same staff member is expected to have a follow up conversation with the student, which could be either at the end of the same lesson, in the next lesson, in the lunchtime detention or in a separate meeting and if possible to phone home to explain the situation.
- All school staff have access to consequences which must be used reasonably, proportionately and fairly.
- The consequence for any infringement of the Newman Way must be reasonable and will take into account the student’s age, any SEND, disability and any religious requirements affecting them.

The Principal, working through the Senior and Middle Leader team, will decide the appropriate level of consequence, and provide guidance to staff through training, custom and practice.
Some consequences are only available to be actioned by middle leaders and senior leaders.
Only the Principal may exclude unless that power has been delegated in the Principal's absence.

Supportive consequences might include:

- Verbal reprimands and non-verbal cues
- Extra work or repeating unsatisfactory work until it meets the required standard
- A restorative conversation
- Lunch time supervision (detentions – see below, time will be allowed to eat and use the lavatory)
- Awarding behaviour points – see points protocol
- School based community– such as picking up litter, clearing up the Dining Hall, cleaning graffiti, filling envelopes etc.
- Emotion Coaching, reflection on behaviour and impact and completion of reflection logs.
- Being placed on report or spot checks, including early morning reporting
- Close supervision for any reasonable length of time in CS17, the Perch or Roost (in the Loft)
- Education in an alternative setting (alternative provision) either part or full time
- Suspension (fixed term exclusion)
- Exclusion (permanent exclusion)

Detentions

- Detentions should be used reasonably, proportionally and fairly and in line with our school policy.
- Staff have the authority to issue detentions, including detentions outside of normal school hours, as a consequence. Detentions may be given on:
 - Any school day where the student does not have permission to be absent
 - Non-teaching days, usually referred to as INSET days
 - All members of staff may issue detentions of up to 30 minutes on normal school days. Longer detentions, those at weekends and on non-teaching days may be issued by Subject Leaders, Pastoral & Progress Leaders and the leadership group, and parents will be informed in advance.
- Parental consent is not required for same day detentions.
- Detentions outside of school hours should not be used where doing so would knowingly compromise the student's safety.

Seclusion and relocation to, CS17, The Perch and Roost (only decided by Heads of House or SLT)

CS17, The Perch and Roost are specific areas which are used to support our behaviour policy.

A protocol for the use of CS17, the Perch and the Roost is available for staff and will be updated at least annually.

Disruptive students can be placed CS17 or the Perch away from other students for a fixed period of time (up to a whole school day) either as a consequence or to allow an incident to be investigated.

The Roost is used for periods of internal seclusion in accordance with the behaviour policy. Seclusion in the Roost is a vital aspect of managing student behaviour and as a tool for avoiding suspension from school. It is for the Pastoral Progress Leader or member of the leadership team to decide the length of time a student may be in Seclusion and what a student may do during their time in Seclusion. If a student refuses to be in Seclusion then suspension is likely to be the only option left open to the Principal.

Parental consent is not required for seclusion to be used, but we will always attempt to contact parents when we can.

Alternative provision

The use of alternative provision should be reasonable, proportionate and fair taking into account the needs of the individual student and other members of the school. Alternative provision should not be seen or portrayed as a punishment. It is used to provide an appropriate educational pathway for each individual student.

Internal alternative provision

Students can be placed either full-time or part-time in an alternative educational setting, including CS17, the Perch and the Roost, with or without parental consent although we will always seek to work with parents/carers. If a parent/carer refuses to send their child to alternative provision or the child does not attend, suspension/exclusion may result.

External alternative provision

As a maintained school, CNCS will have regard to the statutory guidance on alternative provision as an example of good practice.

We will use alternative provision when a student is at risk of permanent exclusion, 'respite' placements (usually of around 6 weeks duration), or as a permanent alternative education strategy.

Students placed in alternative provision remain on the school's roll and the school remains responsible for their educational progress and welfare. We will seek to inform and work with parents/carers at every stage.

Suspension and permanent exclusion

At Cardinal Newman Catholic School we view suspension and exclusion as a very serious consequence to be used as a last resort. Suspension will be lawful, reasonable and fair. Any suspensions will have regard to the relevant statutory guidance

- Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion. 2012.
- Any guidance on the law issued by the Secretary of State and to which the school must 'have regard' can neither remove, confer nor fetter the school's legal powers.

The school believes that suspension and/or exclusion is a vital tool in managing behaviour and acknowledges that the government supports head teachers in using exclusion as a sanction where it is warranted.

Parents have the right to appeal against any suspension/exclusion decision in accordance with the statutory guidance.

The Principal is the only person who may authorise exclusion from school and this must be done on disciplinary grounds.

Notification of a suspension will be made prior to suspension and electronic confirmation of this will notify the student's parents/carers of the days on which they must ensure that the student is not present in a public place at any time during school hours. These days would be the first five school days of a suspension (or until the start date of any alternative provision or the end of the suspension where this is earlier). Any parents/carers who fail to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Principal must notify the parents/carers of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session.

Suspension - Next steps protocol

The following actions must be followed when an incident has occurred and will potentially result in the suspension of a pupil.

1. The pupil committing the offence must write a statement. This must include a chronology of the event, including the time, place and who else witnessed the event. If the student struggles to write the statement a member of staff can write this for them but must write in any additional questions they have asked the pupil. And both pupil and staff member must sign and date the statement/incident form.
2. The PAM/PPL must then ask the PAM of the witnesses to write statements(as above) The Head of Year and Loft area can assist with this, if there are multiple pupils, who need separating. LS1 can support pupils with SEND.
3. The child who has committed the offence must be parked in CS17 or the Perch area of the LOFT, if it is safe to do so, until a decision is made by the Head of Year. A holding call to the parent must be actioned.
4. Any other pupils needing support must be spoken to quickly and parents informed, if appropriate.
5. The statements need to be passed, in person to the SLT Year Head and they will refer the case to the daily Behaviour Panel.
6. The School Principal must be notified of all external suspensions and when the suspension is more serious, a panel, including the Principal, two members of SLT and where necessary a Governor will meet to discuss the outcome for the pupil.
7. The parent must be notified of the reason for the consequence and the outcome the same day and the reintegration meeting must be arranged with the parent during the call and parent and pupil must attend this, before the pupil is allowed back into the school community.
8. If the parent is unable to attend the meeting, this can be held virtually, before the suspension ends or the day after. But the parents will need to be informed that their child will be educated in the LOFT, until the meeting can take place.

9. The suspension admin team KK and FC (and LT in the event of suspension pending permanent) must be notified as soon as possible during the process, so that they can prepare the paperwork. PPL/SLT staff will need to confirm the reintegration meeting time, suspension day dates and reason for the suspension category, before the letter can be sent.
10. Please ask KK or FC to book a meeting room for the meeting. The PPL/SLT member attending must complete the reintegration paperwork with the family. KK and FC will provide a copy of the pupil's behaviour report, timetable and attendance for the meeting
11. Reintegration paperwork - this is important evidence and must be signed by parents and students and uploaded to CPOMs. PPLs/PAMS must check that the statements and incident have been logged correctly.
12. A review meeting with the parents might be required. Actions, such as lesson monitor, additional support, timetable change or report card. This must all be added to the targets on the reintegration paperwork.
13. When the pupil returns to school they might complete restorative/reflection paperwork on the LOFT area or go on a report card.
14. When the pupil reaches a number of suspensions within a short period of time, a PSP (Pastoral Support Programme) will be put in place by the AHT for that year group.

For most pupils a suspension will be a one off, for some it might be time for further intervention. There will always be an ethos of consequence and support for the pupil, so that they have the very best opportunity to succeed.

Fixed term suspensions

A student may be suspended for up to 45 days in a single academic year. A student may be suspended for a fixed term for a one-off offence at the Principal's discretion or for persistent breaches of the code of conduct, usually but not exclusively when a student has accrued 35 negative points in an academic half term. The latter is justified on the basis that a student has persistently breached the code of conduct and all other sanctions and interventions have proved ineffective. Fixed term suspensions may be extended or converted to a permanent exclusion. The SLT case manager should always liaise with other members of SLT before making a final decision.

Permanent exclusions

The decision to permanently exclude is a serious one and is for the Principal to take. The decision to permanently exclude should only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will usually be considered such as a managed move or alternative provision. However, it is for the Principal to decide if permanent exclusion is justified based on the circumstances of the case. One-off offences that put other members of the school at risk such as serious violence, supplying illegal substances, carrying a knife or other offensive weapon, carrying fireworks and violence or threats of violence towards staff are likely to result in permanent exclusion.

The decision to exclude for persistent breaches of the Behaviour Policy is for the Principal to take based on the circumstances and when other sanctions and strategies have been exhausted. If a student receives 4 fixed term suspensions in two years or 6 fixed term suspensions in their school career, the Principal will consider permanent

exclusion for persistent breaches of the Behaviour Policy. This is not prescriptive and the Principal may decide to permanently exclude at any time if they believe it is justified. Likewise the Principal may also allow a student to remain in school if they have reached these thresholds in exceptional circumstances.

Students who are deemed to be At Risk Of Exclusion (AROE) should have all incidents logged on CPOMs as well as Classcharts. PPLs/SLT will designate which students are AROE.

NB. Decisions on suspensions and / or exclusions are based on the 'balance of probabilities' and are not required to be proven beyond reasonable doubt.

Consequences relating to drugs

Students who bring drugs, alcohol or other illicit substances into school or Newman College should expect the severest of consequences especially if they use these substances in the school/college or supply or share with others.

Bringing illegal substances and paraphernalia into school will result in a **minimum** sanction of a fixed term suspension. (usually up to or including 5 days) and students are at risk of permanent exclusion. The Police and RUOK will be contacted on every occasion.

If a student supplies/shares with another student or if they are in possession of a quantity that in the balance of probabilities suggests this to be the case then they may be permanently excluded.

This rule applies to all students during the school and college day, whether they are on or off the school premises. It also applies to students on all school or college trips and visits.

Below is a list of the type of offence which will mean a student is either subject to a fixed term or permanent exclusion. This list is not exhaustive. NB Over time we may add Vapes and other substances to this list, given that the strength and access to them seems to be increasing.

- Possession of drugs or drug paraphernalia
- Use of drugs or prohibited items on site or during off site activities or visits or when the student is identifiable with the school or Newman College
- Being under the influence of drugs or alcohol during the school day or during off site school activities and visits
- Supplying drugs to others on school premises or supplying drugs to others during off site school activities or visits

Where exclusion is designated as the appropriate sanction an alternative will only be considered in very exceptional mitigating circumstances as determined by the Principal.

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Appendix A

NEU's Positive behaviour management

<https://neu.org.uk/media/32/view>

It's no secret that behaviour is one of the major causes of stress for teachers. This guide offers tips on supporting some of the key areas of behaviour teachers come across. It contains some key themes, such as the importance of having high expectations of all children and young people, including those with special educational needs or disability (SEND), remaining calm and being in charge.

NB For our purposes we will take "children with SEND" as including not only those with identified SEND needs but also those who have experienced a significant event in their life, as the NEU references later in the same document. Such events might include bereavement, trauma, serious mental or physical health concerns etc.

Children and young people with SEND need a differentiated approach to behaviour management. Their SEN or disability may make it more difficult for them to comply with school behaviour policies and education professionals need to be aware of this in managing classroom behaviour. Rewards systems should, for example, reflect a differentiated approach which is understood by all pupils, staff and parents. The school behaviour policy should provide advice on ways in which the school specifically manages the behaviour of pupils with SEND. The Department for Education guidance Mental health and behaviour in schools says: "It may be unlawful to apply a behaviour policy that treats all pupils the same if a pupil's disability makes it harder for them to comply with the policy than other pupils who are not disabled.

Education staff are responsible for the teaching and learning of ALL students. Staff should be fully aware of SEND when managing classroom behaviour and seek advice from the SEND team if unsure about how to work effectively on behaviour with individual pupils. Please see Student Passports on Edukey.

The advice in this guide includes considerations of SEND in behaviour management within each section.

Focusing on the following basics will help you on the journey to becoming brilliant at supporting behaviour.

Tips for supporting behaviour

- **calm** – try to appear calm, even if you are not feeling calm. The first step in a difficult situation is to create thinking time, so try taking a deep breath
- **status preservation** – pupils operate within a peer group, so be aware of this and use private rather than public reprimands when managing behaviour
- **empathy** – show empathy by avoiding challenging questions such as "what do you think you are doing?" try using "I understand that you are feeling... In our classroom we..."
- **respect** – model appropriate behaviour to reinforce your expectations. Always show pupils respect
- **building relationships** – build relationships with children and their families. If there is a significant change in behaviour flag it up with parents/carers and the senior leadership team (SLT).

Praise and expectations

Think about the culture you are trying to develop. Your relationship with your students is key, let them know you have high expectations and always praise effort. Bear in mind that for pupils with SEND individual targets and expectations may be required. These should be discussed with the school SENCO, their previous teacher if possible, the pupil and their parents/carers. You could:

- praise efforts to follow your behaviour guidelines as this will encourage others to mirror good behaviour
- choose one goal at a time – there may be a million behaviours you want to change, but you won't be able to change them all at once
- a 'praise board' or 'recognition board' can be useful for discouraging low-level disruption – it could also be marbles in a jar, stickers – any way of recognising positive behaviour. Be aware some children have difficulties accepting praise
- always add a name to the board for doing the right thing, never for the wrong thing, and when you get to x number of names, celebrate with applause
- have high expectations; rather than saying "bring a pen", "look at me", "put your bag at the side of the room", which are functional behaviours, set the expectation much higher
- talk about solutions, curiosity, perseverance, courage and independence.

Building your confidence

To increase your confidence in managing behaviour the following tips may be useful:

- be aware of the different levels of concentration pupils are capable of
- build on pupil interests wherever possible within curriculum confines
- you may wish to establish your own reward system that pupils value, which is differentiated to accommodate pupils' individual needs including those with SEND
- ensure that inappropriate behaviour is dealt with quickly, consistently and fairly
- enlist the help of a senior staff member or the SEND team to advise on behaviour issues
- work with parents to ensure consistent approaches are used.

...but show you care

Being in charge is extremely important, but it's just as important to show that you care about your pupils:

- be warm, respectful and kind
- take an interest in your pupils as individuals with lives outside of the classroom
- be proportionate with consequences and make sure you start every lesson with a clean slate
- smiling helps, as does a little fun.

Entering the classroom - Ready to Learn Routine

How pupils enter the classroom can set the tone for the lesson. *Departments work differently according to their locations and physical contexts but our 'Ready to Learn?' and 'Ready to Move?' routines should be followed.*

Appendix B

Seating plans

These are found on Classcharts and they serve a number of purposes:

- they subtly communicate that the teacher has responsibility for managing the classroom environment
- they help in learning names
- they enable the most efficient and least disruptive grouping of pupils.

But consider how anxious pupils will react to a change in routine. If the plan does not seem to be working:

- discuss individually with the pupil
- ensure pupils who are on task are not penalised by seat swapping

Positive encouragement

For a pupil who does not always respond well to praise, you could try:

- using understated praise to the individual, not the whole class
- involving the parent/carer or form tutor to triangulate praise, for example sending positive postcards home
- asking the pupil to choose a target for the lesson and give reward/praise if met, even if other behaviour was inappropriate
- giving the pupil a role/responsibility within the class
- praising work achieved rather than behaviour
- setting a personal/social/emotional target
- encouraging the pupil to keep a diary of positives/negatives
- having one-to-one or group activities to build confidence/self-esteem

Using your voice

It is important to distinguish between shouting in anger and raising your voice to warn of danger. There is no place for shouting if it:

- signals anger to pupils

- teaches pupils that it is acceptable behaviour
- makes a noisy class noisier
- isn't good for you – losing your voice is a real danger.

While there may be circumstances when it is appropriate to raise your voice in a measured, proportionate way, you are more likely to gain attention and get your message across by speaking more quietly or using non-verbal cues. You can also model the different noise levels and voices that are appropriate for the context, for example silence, pair voices, group voices and voices for answering a question.

Positive engagement with pupils

If you find yourself getting drawn into arguments with pupils:

- don't accept the provocation
- use the partial agreement technique, for example: "I understand that you want to sit next to your friend but your place is over there"
- have planned responses
- state the instruction and walk away, allowing the pupils time to start the task
- don't display your stress – appear calm and in control
- take a deep breath.

Following the school's behaviour policy

If you are following the school's behaviour procedures, but pupils complain and say they don't have to do 'x' or 'y' in other classes, try the following:

- make every effort to be consistent in the way that you follow the policy
- provide a calm and assertive response, eg "You know the rules and my expectations of your behaviour"
- the school behaviour policy should provide advice on ways in which the school specifically manages the behaviour of pupils with SEND – this should provide advice on a differentiated approach
- discuss the issue with your mentor/senior colleagues; if there really is inconsistency in the way staff follow policy and procedures, this needs to be addressed.

Be assertive

To be an assertive teacher:

- be firm but fair

- don't react to inappropriate behaviour, manage it
- make clear your expectations and rules
- make use of non-verbal communication, such as thumbs up, time out cards or looks
- if you say you're going to do something, make sure you do it and if you don't, apologise
- consistency is key (with the proviso that a differentiated approach may be required for pupils with SEND)
- follow through on inappropriate behaviour and follow through on consequences
- focus on rewarding positive behaviour
- make use of humour, but avoid sarcasm at all costs.

Keeping students on task

When pupils are supposed to be working independently or in groups but use it as an opportunity to chat or mess around, to encourage them to stay on task, you could:

- provide a choice of two or three tasks, this may help if the reason for disengagement is boredom with the set task
- deliver gentle reminders to individuals or groups
- pause the activity, allow for thinking time and ask pupils to feedback on what they have done so far
- use positive encouragement, such as: "You've made a good start – what do you need to do next?"
- set and stick to time limits for tasks
- ask open questions, for example: "What should you be doing now?"
- review the task – was it interesting, relevant, appropriate; did pupils have the resources they needed to do it well?

Low-level chatter

Low-level chatter can be an issue, even in an experienced teacher's classroom. Try some of these tips to address it:

- give pupils legitimate, time-limited opportunities to talk, eg Think Pair Share
- use challenges, eg "That took 30 seconds – that's good, next time see if we can halve it"
- clap your hands, use a musical instrument or use a silent gesture eg hand in the air
- write instructions on the board
- have your Do Now task set as soon as they enter the room – they might be more willing to listen as a result

- understand that some pupils with SEND will need reasonable adjustments re calling out or reacting to instructions
- use engaging short tasks
- set rules, eg “When I ring the bell, that means I need you to be quiet”
- build relationships – pupils are more likely to respond to a teacher they like and respect
- consider your input time and pupils’ concentration.

Managing calling out

To manage inappropriate calling out from pupils:

- understand that some pupils with SEND will need reasonable adjustments in regard to calling out in class and individuals’ targets should be discussed with the SEND team, pupil and their parents/carers
- establish boundaries around calling out
- *avoid too much “hands up” – it usually just means those that know the answer are answering you; the others don’t need to bother thinking.*
- use Think Pair Share, ‘talk partners’ or similar, where pupils have a short amount of time to discuss the answer to a question with a partner, then you pick an individual to answer
- tactically ignore it, repeat your expectation that there is no calling out, and follow it up privately afterwards. It is important to deal with rudeness, answering back and general disrespect:
- always address it appropriately
- do not overreact by saying something like “how dare you speak to me like that?”
- make them aware of the effect of their behaviour – if it happens more than once, follow it up – this could involve a discussion outside class time
- consider some pupils struggle to differentiate between rudeness and fact.

Supporting pupils who need/want extra attention

- consider if there is an explanation for it, does the child have a special educational need or has there been a significant event in their life?
- try to reframe your view of their behaviour, not necessarily accepting it but working with the pupil to change it
- if there is an impulsive element to it, give a time when you’ll respond, eg “I’ll come when I have finished here”
- if the pupil is new, identify pupils to help them settle in
- teach the pupil the acceptable ways they can get your attention
- praise and positively reinforce acceptable behaviour.

Engaging reluctant pupils

consider the reasons for the refusal/reluctance in the context of previous encounters with the pupil and prior knowledge of the pupil

- is there a special educational need which affects their behaviour?
- use the language of choice
- repeat the instruction, using an 'I' statement, finishing with "thanks" and allow take-up time (& drop eye contact)
- follow the school's procedure in a measured, firm, fair and consistent way
- keep words to a minimum to avoid coming across as nagging
- stay out of their personal space and ensure your body language conveys calmness
- try not to ask demanding questions – these can push the pupil into 'fight or flight' mode.

Managing pupil comments

For comments between pupils, such as when they make fun of one another or rubbish each other's work:

- follow the school procedures for overtly hostile bullying or abusive comments
- be assertive when challenging the comments being made
- use 'I' statements, eg "I need you to stop saying things like that, as I expect everyone to treat each other with respect in this class"
- have a quiet word with those involved
- work with the whole class to develop understanding around issues.

Working with parents

To work collaboratively with parents, let them know their views are valued:

- develop positive relationships with the parents – explain that the school seeks to work in partnership with parents
- don't just contact parents about negative behaviour – regularly let parents know when their child has behaved well
- keep a reasonably detailed, neutral and factual record of incidents, eg "Ethan left his seat, went across the classroom and hit James on the back", rather than "Ethan disrupted the lesson"
- you may wish to ask a more senior colleague to be with you when you talk to parents initially in order to have an accurate record of the exchange

Appendix B : Pupil Passport : Refer to the electronic copy of this found on Edukey

Pupil Passport			
Photo	I like to be known as:	Form: My Keyworker is:	My health / learning needs: This means that:
I find these things difficult:			
When I			
You can help me by:		Please don't:	
Groups / Interventions I attend:			
Access arrangements:			

External agencies:	
Other important information about me:	

Appendix C: Ready to Learn Routines

Ready to learn? (for teachers)

- Line up (alphabetically unless directed otherwise)
- Reminder re correct uniform/ red slip “Are we ready to learn?”
- Greet by name at door
- Invite students to enter calmly (don’t be afraid to repeat until done satisfactorily)
- Sit according to seating plan
- ‘Do now’ ready
- Coats off
- Bags safely away
- Equipment out (pen, pencil, ruler, rubber)
- *Lesson 1: Stand up for School Prayer*
- Register within first 10 minutes
- STAR
 - Stop, sit up (silence)
 - Track the teacher
 - Ask and answer in full sentences
 - Respect

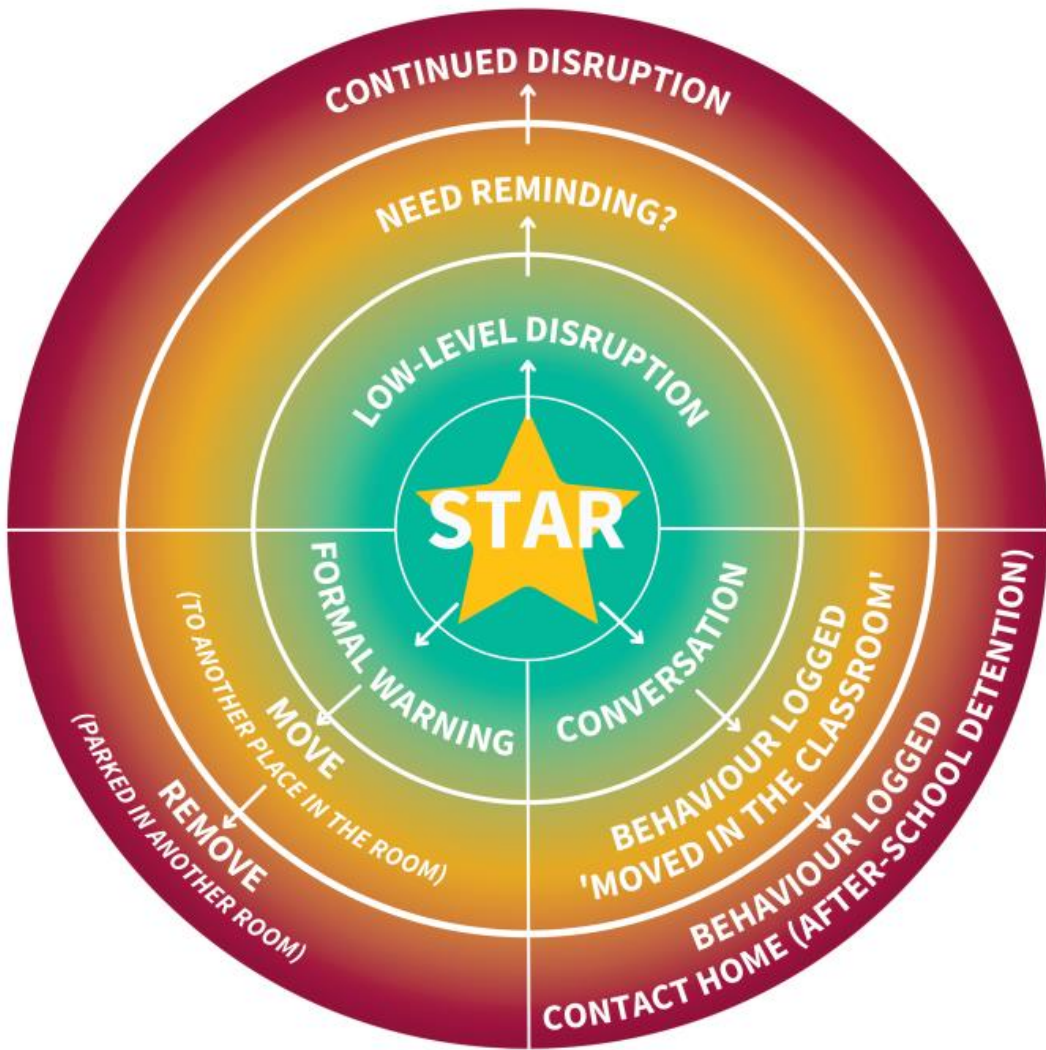
Now lesson has started refer to ‘target’ when necessary

*Highly important for lesson 1: If a student arrives in incorrect uniform and fails to show a red slip log as ‘Incorrect Uniform’

Ready to move? (for teachers)

- Prepare to finish in good time (5 mins before end?)
- Whilst students are packing up ask where the students are heading next (*and if teacher remains in same room, set up for next lesson - including Do Now*)
- Ensure all rubbish in the bin, boards wiped clean and chairs under tables
- Students wait behind their own desk as you move to door (quick quiz to recap learning)
- When bell sounds teacher dismisses row by row indicating direction of next lesson observing one way system
- If not moving classrooms teacher waits at threshold to greet next class or if moving leave when the last student has left the room

Appendix D: Behaviour Target (Inside the Classroom)



 On call available for when parking fails. This results in an after-school detention.


- Your behaviour affects others' learning.
- Behaviour points will be given for students who breach the Newman Way, which includes mobile phone/headphones on site and incorrect uniform.

Stop, sit up (and silence)

Track the teacher

Ask and answer questions in full sentences

Respect those around you

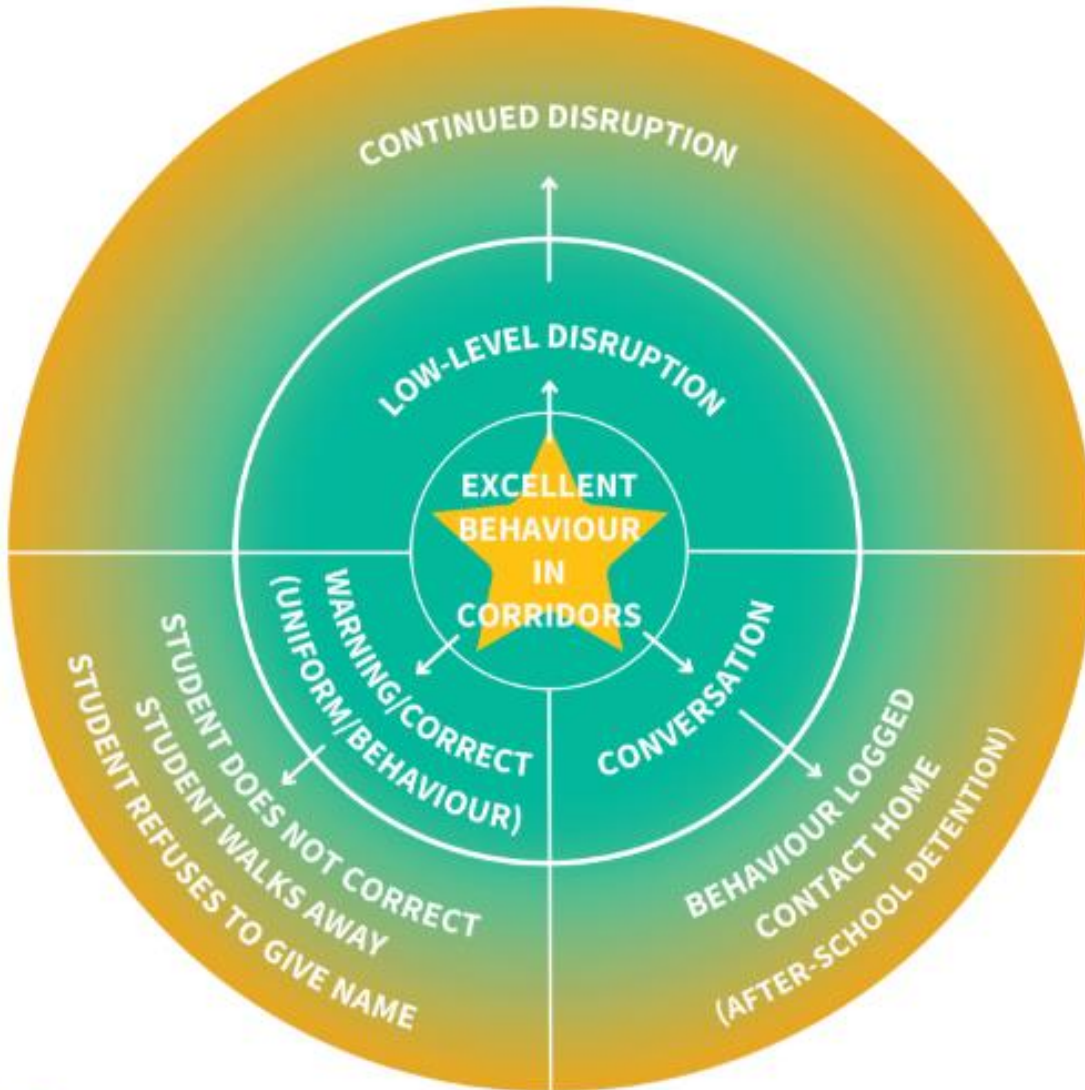


Caritas, Excellence, Together



**Positive Relationships
(Behaviour) Policy**

Appendix E: Behaviour Target (Outside of the classroom)



 On call available for more serious incidents.

- Always give your name and make eye contact
- Keep to the left, follow the arrows
- Always walk calmly and quietly
- Respect each other
- Hold doors open
- Correct uniform (Hoods down and hats off)
- Mobile phones : On site = out of sight
- Footballs in bags
- No offensive language
- No food and drink

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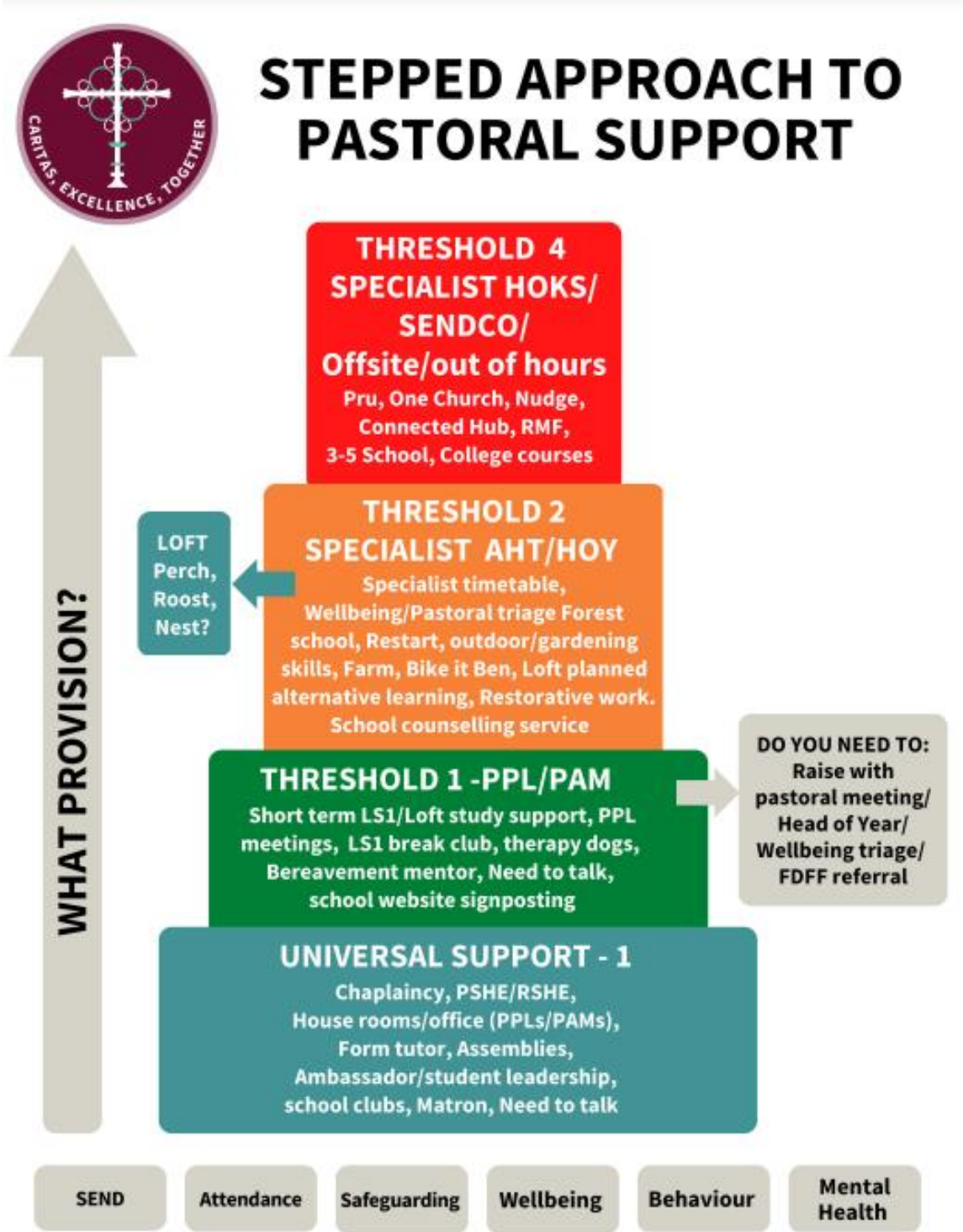


Appendix C



**Positive Relationships
(Behaviour) Policy**

Appendix F: Pastoral Support Thresholds



Appendix G: The Behaviour Point Protocol

Behaviour points may be awarded for breaches of The Newman Way. To help give students the chance of a fresh start, behaviour points are reset every half term.

10 Point intervention – 10 point questionnaire with form tutor

- Form tutor to sit down with student and have a structured conversation by completing 10 point questionnaire
- Form tutor to share with PPL and SLT to discuss creative supports for the student

15 Point intervention – Form tutors call home

- Inform parents/carers that the student has reached 15 points by email or phone call and log as a pastoral intervention
- Describe types of behaviour, for example persistent disruptive behaviour

20 Point intervention - Form Tutor report

- Inform parents/carers that the student has reached 20 points by email or phone call and log as a pastoral intervention
- Describe types of behaviour, for example persistent disruptive behaviour and place students on reports focussed on targets relating to behaviours.
- Afterschool detention and report extended if the report is not completed satisfactorily

25 Point Intervention – Pastoral & Progress Leader parental meeting

- Review behaviour using comments from Classcharts – copy to parents/carers
- PPL report
- PPL Friday detention issued
- Discuss academic progress (from mark sheets in SIMS/teacher comments)
- Discuss attendance and punctuality
- Describe the impact of good behaviour and good attendance on attainment and progress. Link to high expectations
- Reaching 25 points requires a referral to the Pastoral Meeting to ensure intervention is in place or needs to be reviewed
- If the student is already working with Inclusion Department inform parents/carers of current interventions (can be found in SIMS SEND provisions record)
- Pastoral team to keep parents/carers updated.

30 Point Intervention – 1 session in Roost - Pastoral & Progress Leader

1. Add Close Supervision note to Classcharts
2. Parents/carers informed of close supervision 30 Point Intervention – 1 day fixed term exclusion for persistent breaches of the school's Behaviour Policy - Senior Leadership Team 1. Review behaviour using reports from SIMS and general trends – copy to parents/carers
2. Discuss academic progress (from mark sheet in SIMS)
3. Discuss attendance and punctuality
4. Describe the impact of good behaviour and good attendance on attainment and progress. Link to high expectations

5. Review provision from the Inclusion Department and discuss pastoral interventions, extracurricular activities
6. Pastoral team to keep parents/carers updated.

35 Point Intervention – 1 day fixed term- SLT with support of the PPL

Suspensions:

Where suspensions are necessary PPLs and SLT follow this guidance:

1st Fixed term Suspension:

- Impact on learning and explain suspension stays on record
- Review sanctions already put in place and any support given to the student
- Discuss the ethos of the school and expectations for student's behaviour
- Referral to SENCO for possible SEMH concerns

2nd Fixed term Suspension::

- Impact on learning and concern over second suspension and that student is not behaving within the school rules
- More detailed review of sanctions and interventions in place for student
- Discuss alternative provision options
- Explain that 6 suspensions in their school career or 4 suspension in two years, may result in permanent exclusion

SLT Intervention: SLT meeting with Parents/Carers and Student

Following a second suspension a meeting is scheduled with parents/carers and student. This meeting is separate to a reintegration meeting, and will be led by at least one member of SLT. The aim of this meeting will be to encourage the student to reflect on whether or not they want to continue being a student in this school, and what they will need to do moving forwards to ensure that they are able to remain a member of our community.

3rd Fixed term Suspension:

- More detailed review of sanctions and interventions in place for students. Production of a Pastoral Support Plan, Progress Plan or IEP
- Where appropriate arrange alternative provision. Including: KS3 Respite, KS4 Respite KS4 City College placement, Connected Hub or PRU referral
- Explain that 6 suspensions in their school career or 4 suspension in two years, may result in permanent exclusion

4th Fixed term Suspension:

- Persistent defiance of school rules and Behaviour Policy
- Serious concern and discuss whether student is beyond our care and control 9 Behaviour Management Policy
- Alternative provision and possibility of permanent exclusion discussed in more detail

- Explain that 6 suspensions in their school career or 4 suspension in two years, may result in permanent exclusion
- Where there have been 4 suspensions in two years, decision may be taken to confirm alternative provision or permanent exclusion
- A decision to confirm alternative provision involves a meeting with the Principal or other senior leader

5th Fixed term Suspension:

- Alternative provision
- Explain that 6 suspensions may result in permanent exclusion
- Where there have been 4 suspensions in two years, a decision may be taken to confirm alternative provision or permanent exclusion

6th Fixed term Suspension:

- Decision may be taken to confirm alternative provision or permanent exclusion (where alternative provision is refused or not attended, permanent exclusion may result)

Appendix H: The 10 point questionnaire

Questions asked:

1. Let's start with your feelings about school. How do you feel about it on a scale of 1 (lowest) to 10?
2. When were you happiest at school? (Might have been at primary school). What score would you have given it then?
3. What do you think made the difference between your two answers? Could any of those things apply to school life now?
4. Who is at home? How do you get on with everyone?
5. Who are you closest to? What would they say you are really good at?
6. What would you say you are really good at?
7. What is your attendance like? Are there any barriers to good attendance for you?
8. What about homework? Do you get help with it at home?
9. Do you have access to a computer at home? Printer? Internet? Firefly? Do your parents or carers?
10. Which member(s) of staff in the school can you talk to easily?
11. What are your ambitions for the future (especially post-16)? What job do you want to do?
12. What did you eat for breakfast today? What do you generally have for lunch? How many hours sleep do you get?
13. What do you want all your teachers to know about you?
14. Do you want me to send a message to your teachers? If so, what do you want to say?

Appendix I: CS17

What is the purpose of CS17?

CS17 is a behaviour management resource for pastoral teams. There are times when behaviours need to be picked up and actioned straight away and CS17 is the space for these students to go.

This may include:

- Truancy
- Defiance (refusing to follow instructions)
- Being 'under investigation' - there are times when pastoral teams are investigating an incident and need the student out of circulation.

CS17 is not seclusion/isolation - it is Close Supervision. Seclusion/ Isolation continues to exist in the Roost and PPLs and PAMs book students in for these sessions as before.

Only SLT, PAMS or PPLs can book students into CS17. Other staff members who believe a student should be in CS17 for their behaviour should refer to the student's PPL/PAM.

FAQs

If I am a teacher timetabled in CS17 what should I expect?

The number of students in CS17 fluctuates each day. You should expect a mix of students from all year groups. The numbers of students in CS17 is capped at approximately 15. If it is deemed too busy Carla will liaise with the loft and it may be that some students are sent up there.

Students are expected to work whilst they are there. Teachers lead each session and direct students on the work that they are expected to complete.

If this is a consequence should students be working in silence?

Being in CS17 is a consequence for poor behaviour and as a result CS17 is not a place to sit and chat - it is a place where the students are to work whilst they are out of circulation. Teachers are in control of the learning environment in the room and there may be times when you would like them to talk about the learning. The key is that you are in control.

What are the expectations of teachers timetabled in CS17?

To arrive at their lesson promptly and have resources available for students to do. This might be:

- A group resource where the teacher may decide to get all students sat around on table and they work on something together
- Individual tasks where students complete their work in silence. If this is the case the teacher will circulate the room to support the students

Your role in CS17 is to be a teacher. And this means setting the students up with their learning and supporting with discipline. Carla is around to support with discipline and also take on a more 'mentoring role' with the students.

How can I plan resources if I do not know who is in the room?

We appreciate this is harder because you do not know who is going to be there! However, bringing along some materials that can be suited to all students is a good idea. Some teachers like to start their sessions with a puzzle/wordsearch so that they can spend the first few minutes working out who is in the room and what is appropriate for the students for the rest of the hour. We have some resources in the room ready to be used as a back up - these resources include mini whiteboards and pens, past exam papers (for core subjects) and text books. There is a computer linked to a whiteboard in the room should you want to project anything or show a video etc.

What if I have students in my room who are not taking my subject as an option?

It may be that the task that you have ready is still appropriate for this students to do. But in cases where this is not the case, then use the '**back up**' resources available for the students.

Am I going to be the only staff member in the room?

Carla Clark is responsible for coordinating the room each day and her role includes collecting students, making contact with home and supporting teachers with the student's behaviour should it be needed. There will be times when Carla needs to leave CS17 and she is contactable on her walkie talkie - channel 3. There is a walkie talkie available in CS17 for you to use should you need to contact Carla.

Normal on-call systems apply for anyone teaching in CS17 - if a student is not complying then On-call through Sims and support will be sent. The Loft is directly above CS17 and accessed via main staircase.

What if a student needs to go to the toilet or wants to use a time out card whilst in CS17?

A student in CS17 must not leave CS17 unaccompanied by an adult. Students who need the toilet must be escorted. If Carla is not on hand to escort the student on-call should be called. This includes students who have a toilet/time out passes - On-call if they need to leave. If it is for a medical reason you can use your walkie talkie to contact the medical centre - channel 3.

What do I do if a student walks out of CS17?

On-call and log on ClassCharts under 'Walked out of lesson'. Please make sure that Carla is aware so we can follow up. The consequence of not behaving in CS17 is booked time in the Roost. PPLS would pick this up if this was the case.

I teach lesson 1 and its a bit of a messy start as the students are coming in at different times.. What shall I do?

Carla picks up the students each morning so students will come in at different times, and sometimes will have questions about why they are there. As a teacher you are not expected to answer these questions for them. We have created a laminated 'Guide to CS17- Student Guide' that can be handed to all the students when they enter. Sit the students in a place and hand them the sheet, asking them to sit and read it quietly whilst they wait for Ms Clark to return. It would be a good idea to have a short task/puzzle (wordsearch, crossnumber etc) ready to hand the students so that they can spend some time focused on this whilst others arrived. Carla will return when all the students have been picked up and this will be your signal to start the lesson.

I teach lesson 4 - what is my role for getting the students lunch?

At approximately 1.10 Carla will ask if any students need lunch. At this point Carla and you will decide whether to both escort the group down, or leave some of the students with you whilst she escorts them to the canteen. When they return they have permission to eat there. The lesson 4 teacher stays in CS17 until the end of lesson 4.

Do I need to complete a register for my session?

No, Carla will be doing all of this for you.

PAM/PPL Guidance

CS17 can be used for:

- All trancies
- On the day defiance (eg refusing to hand over a phone, refusing to their uniform, refusing to go to their lesson)
- When a student needs to be kept out of circulation whilst an incident is being investigated

CS17 is not for:

- All other behaviours - the detention system exists to pick up most of these
- Bookable consequences eg. 'Yesterday a student did this and I want them to have a consequence' - this needs to be booked as Roost time.

How do I book a student into CS17?

Only PAMS, PPLs or SLT can send a student to CS17 and to do this they log the behaviour on Classcharts, selecting CS17 as the consequence. This will mean they appear on the CS17 register. Once you have logged on Class Charts email/ radio Carla to ask her to collect. Make sure Carla confirms that she has received your message.

Carla logs all students who come up on her daily spreadsheet for truancy onto CS17 - so apart from indicating on the spreadsheet that you want them to be picked up, there is nothing that you need to do.

What if I know CS17 is too busy on a given day?

Continue with the process listed above. Carla will be liaising with the Loft and a decision may be made to get some students to spend some time up there - but you can carry on with the request as usual.

Do I need to speak to home before sending a student to CS17?

It is appreciated that there may not be time during the school day to make calls home and in first instance Carla will be making contact with homes to explain why they are in CS17 and how their day is going. In most cases their PPL will want to make a follow up call about the students behaviour that evening.

What do I do if a students' behaviour is poor in CS17?

Carla will keep relevant PPLS updated if a student is not behaving in CS17. The consequence for not behaving in CS17 is a full day in the Roost. Booked in the usual way through the Roost referral form.

How do I find out who is in CS17?

Carla's daily spreadsheet indicates all the students that she intends to pick up each morning. For a live list during the day go to Detentions Tab on ClassCharts and search for that day's CS17 detention.

Your Day in CS17 - Student Information

You have been asked to spend the rest of the day in CS17.

Students spend time in CS17 for a variety of reasons, if you have not been spoken to about why you are here yet, someone will speak to you later.

You will soon be asked to hand over your phone. This will be kept safe, locked away, until 3:00pm when it will be returned to you.

Your lunchtime will be 1:30pm - 2:05pm (you will be given the opportunity to purchase lunch from the canteen before this time - someone will escort you).

Should you need to leave CS17 for the toilet please let your teacher know as you will be escorted.

Whilst you are in CS17 normal school rules apply. Including:

- Being respectful to the other students, teachers and the classroom
- No eating, drinking (except for water) or chewing gum
- No offensive language
- Wear correct uniform
- Follow your teacher's instructions
- Sit where your teacher asks you to sit

STAR

Stop, sit up (silence)

Track the teacher

Ask and answer in full sentences

Respect

If your behaviour does not meet these expectations there will be a follow up consequence for you.

Appendix J: Guidance for suspensions and exclusion

Suspensions can only be carried about by SLT, and wherever possible agreed by the AHT overseeing that year group. To ensure best practice and consistency the SLT member overseeing that year group refer the case to the Daily Behaviour Panel.

Where suspensions are necessary PPLs and SLT follow this guidance:

1st Fixed term Suspension:

- Describe the impact on learning and explain suspension stays on record
- Review sanctions already put in place and any support given to the student
- Discuss the ethos of the school and expectations for student's behaviour
- Referral to SENDCO for possible SEMH concerns

2nd Fixed term Suspension::

- Impact on learning and concern over second suspension and that student is not behaving within the school rules
- More detailed review of sanctions and interventions in place for student
- Discuss alternative provision options
- Explain that 6 suspensions in their school career or 4 suspension in two years, may result in permanent exclusion

SLT Intervention: SLT meeting with Parents/Carers and Student

Following a second suspension a meeting is scheduled with parents/carers and student. This meeting is separate to a reintegration meeting, and will be led by at least one member of SLT. The aim of this meeting will be to encourage the student to reflect on whether or not they want to continue being a student in this school, and what they will need to do moving forwards to ensure that they are able to remain a member of our community.

3rd Fixed term Suspension:

- More detailed review of sanctions and interventions in place for students. Production of a Pastoral Support Plan, Progress Plan or IEP
- Where appropriate arrange alternative provision. Including: KS3 Respite, KS4 Respite KS4 City College placement, Connected Hub or PRU referral
- Explain that 6 suspensions in their school career or 4 suspension in two years, may result in permanent exclusion

4th Fixed term Suspension:

- Persistent defiance of school rules and Behaviour Policy
- Serious concern and discuss whether student is beyond our care and control 9 Behaviour Management Policy
- Alternative provision and possibility of permanent exclusion discussed in more detail
- Explain that 6 suspensions in their school career or 4 suspension in two years, may result in permanent exclusion

- Where there have been 4 suspensions in two years, decision may be taken to confirm alternative provision or permanent exclusion
- A decision to confirm alternative provision involves a meeting with the Principal or other senior leader

5th Fixed term Suspension:

- Alternative provision
- Explain that 6 suspensions may result in permanent exclusion
- Where there have been 4 suspensions in two years, a decision may be taken to confirm alternative provision or permanent exclusion

6th Fixed term Suspension:

Decision may be taken to confirm alternative provision or permanent exclusion (where alternative provision is refused or not attended, permanent exclusion may result)

Appendix K : Reintegration meeting proforma
Electronic copy found [here](#)

Record of Reintegration from Suspension parent/carer meeting

Student Name & Form:	Date:	Time:
Return fixed term exclusion	Staff:	Meeting with:

Reasons for Meeting/Call:	
Reason:	
Topics Discussed:	
1. Review behaviour and general trends – copy to parent	
2. Discuss academic progress using	
3. Discuss attendance and punctuality using SIMS	
4. Describe the impact of good behaviour and good attendance on attainment and progress. Link to high expectations and Caritas	
5. Discuss possible referrals to Inclusion Department, Learning support Well Being, Pastoral interventions, Loft, extra-curricular activities	
Next Action:	
Actions Student School Parent	

Appendix L: Reporting incidents [procedure](#) - guide for students

Reporting an incident

Guide for Students

1. Please report in the first instance to your teacher, form tutor, House Leader or PAM. Your House team will ask you to write down your version of events, or write it down for you on a CNCS incident form.
2. Include as much evidence as possible. Do you have screenshot evidence?
3. Did anyone else witness the incident? We will need statements from them too.
4. The incident will be followed up. This will involve an initial conversation by the House Team. It may be taken up by one of the Senior Leadership Team. If it is a safeguarding issue, it will be dealt with by Mrs Goddard, our Safeguarding Officer. We will contact parents and may arrange meetings to ensure everyone is listened to, and every voice is heard. This can take time, but we try to do this as quickly as possible. Please understand that the time taken depends on what other issues are going on at the time, and staff's teaching commitments.
5. We will then agree on the next steps. Depending on the incident this might involve:
 - (a) Education around the issue
 - (b) A restorative conversation
 - (c) A consequence given by school, such as a detention, time in the Loft or exclusion.
 - (d) A referral to Front Door for Families (this goes to any outside agencies such as social services or the police that might need to be involved).
6. If the incident is picked up by outside agencies, it can take longer to resolve.
7. Check in with your House Team for updates.
8. We will ask you to help us with the following:
 - (a) Do not publicly accuse anyone.
 - (b) Do not ask friends or family to step in
 - (c) Do not share any information over social media.

This will really help us investigate properly, without any bias, and resolve any issues as quickly as possible.

Appendix M: Reporting incidents [guide for staff](#)

Reporting an incident (for staff who are targets of incidents)

Guide for Staff

1. Please report in the first instance to the relevant House Leader, PAM or relevant member of SLT. You will be asked to write up your version of events, possibly on a CNCS incident form.
2. Include as much evidence as possible. Do you have screenshot evidence?
3. Did anyone else witness the incident? We may need statements from them too.
4. The incident will be followed up. It may be taken up by one of the Senior Leadership Team. If it is a safeguarding issue, it will be dealt with by Cindy Goddard, our Safeguarding Officer. You will be told who the Designated Manager is for the incident. They will set up a Multi-house Incident Sheet. We will probably contact parents and may arrange meetings to ensure everyone is listened to, and every voice is heard. This can take time, but we try to do this as quickly as possible. Please understand that the time taken depends on what other issues are going on at the time, and pastoral staff's teaching commitments.
5. We will then agree on the next steps. Depending on the incident this might involve:
 - (a) Education around the issue
 - (b) A restorative conversation
 - (c) A consequence such as a detention, time in the Loft or suspension.
 - (d) A referral to Front Door for Families (this goes to any outside agencies such as social services or the police that might need to be involved).
6. If the incident is picked up by outside agencies, it can take longer to resolve.
7. Please check in with the Designated Manager for updates.

Appendix N - Reporting a prejudice Based Incident

When there is a target, please take a statement and check in with the target using this google form and submit.

https://docs.google.com/forms/d/e/1FAIpQLSdKOCQGxa_Fy1NSoLLclxMNhuE_fwEFqhNyUe37OpnuuZg5tQ/viewform

When there is no target:

Challenge: 'We are a community of equals, we don't use that language here thank you.

1-21 or in front of class: we are all learning can you tell me why that might be inappropriate- use the signage.

Tell the perpetrator that this will be logged.

Log on Classcharts.

When there is a target:

All of the above but also:

-Use the incident form sheet to take a statement from the student and make your statement.

-Log onto CPOMS under 'peer to peer harm', tag the target, the perpetrator and their house team (this is really important, otherwise it will get lost and they won't be able to see it).

-Pass the incident form to the to house team, or send it, I've copied below a digital copy as well.

As the focus for these incidents is on education rather than punitive action do not add a sanction to Class Chart Logs.

Any member of staff who has been referenced in a prejudice-based incident (even if they were not present) must be informed and involved in the restorative process.

. You may want to add a little part about no sanction to be used when reported on Class Charts- how we are educating not using punitive action?

HOUSE TEAMS

Did the incident involve a target?

YES

NO

The teacher will have taken a statement from the target which has been handed to the PPL/PAM.

A multi-house incident form will be set up by target's house and PPL/SLT as incident lead is added in a consultancy role.

PAMs/PPLs of perpetrators to take statements.

PAM of Target to explain the next steps for the target including offering support.

Contact homes of all families involved explain this is currently under investigation.

Teachers will be recording information regarding students who are involved in incidents- please review CPOMS and PARS data regularly to pick up on patterns or names often associated with this type of harm.

Depending on type of harm, you can consult with Anti-bullying Lead, Equalities Lead, Mental Health Lead if any extra support is needed for the perpetrator.

REFLECTION PHASE

1. 10 minute meeting with Incident lead and all involved PPLs.
2. Discuss and agree consequence for everyone involved.
3. Contact all homes and update them on agreed outcome.
4. Update Target on the agreed outcomes.
5. Update CPOMS on agreed actions.
6. Any agreed sanctions to take place. This should include an opportunity to reflect on the impact of actions.

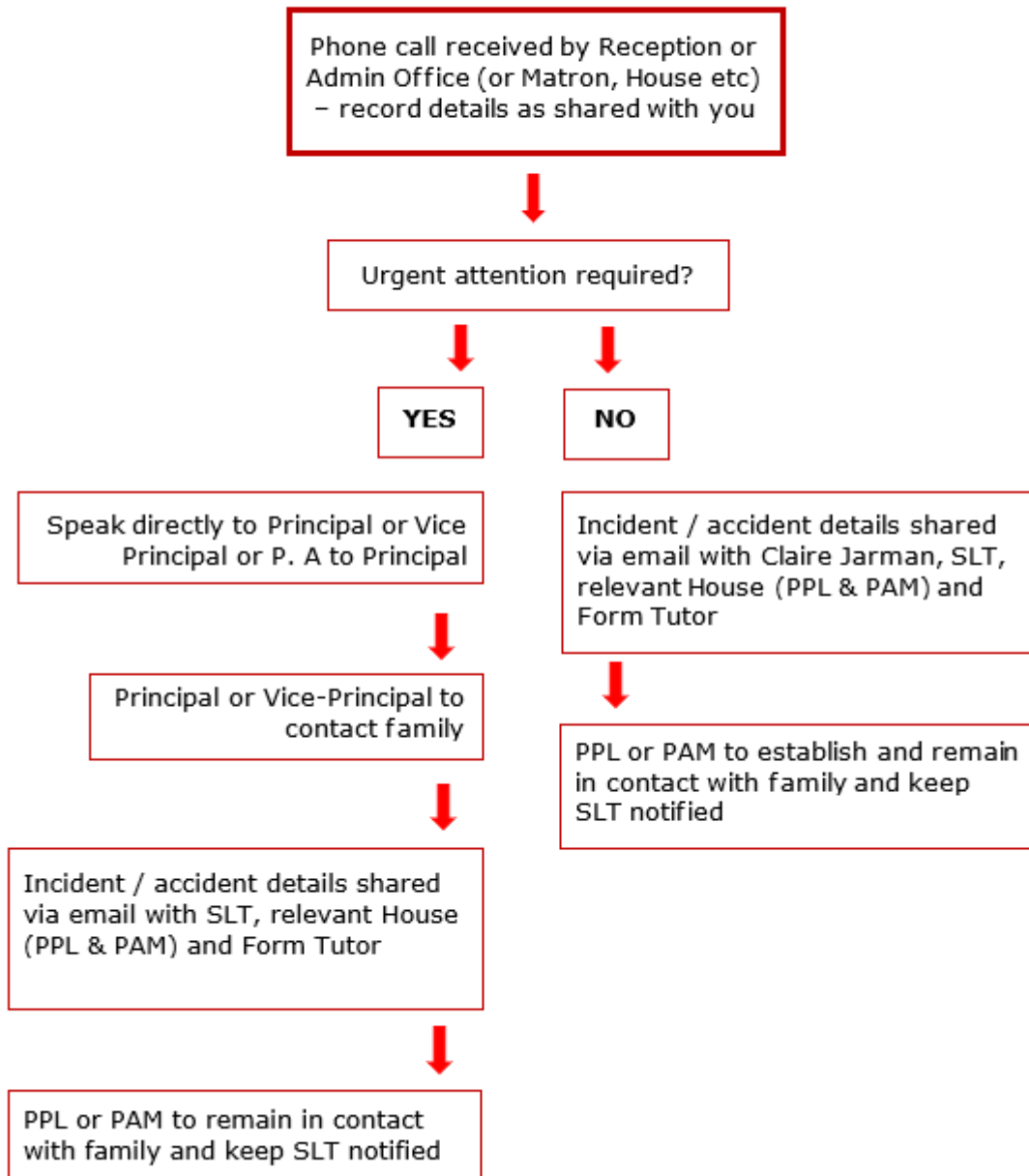
RESTORATION PHASE

1. Any agreed restoration process to take place eg. Statement recognising impact given to target, face-to-face restorative meeting held by trained member of staff if target agrees.
2. Update CPOMS following initial restore.
3. Refer target to ambassadors for further support.
4. Two weeks after incident, PAMs to check in with Target and perpetrator to see whether they require any further intervention/support.
5. Update CPOMS with further action.



Appendix O: Reporting an accident or serious medical incident protocol

REPORTING PROTOCOL – news of a serious accident or incident involving a student



Appendix P: Statement collection [form](#)

CNCS Incident Report Form

1. Your name and form:
2. Today's date:
3. Time and date of incident:
4. Where did the incident happen?
5. Who was involved?
6. Who was not involved but might have seen it?
7. What happened first? (Include where, when what)
8. What happened next including where, when, what etc



9 Is there anything else you would like to tell us?

10. Please sign & date your statement
11. Countersigned (member of staff) & dated

Appendix Q: Multi - House incident [sheet](#)

A multi-house incident sheet should be generated for any incidents that span across more than 2 houses. This is to ensure that everyone involved is clear of actions and next steps. The 'incident lead' (usually a Head of House, or SLT member) is responsible for delegating actions and ensuring actions are carried out to a suitable time frame.

Name of incident	A	B	C	D	E	F	G	H	I
Name of incident									
RAG									
Incident Lead					Red - the needs to be dealt with straight away. A leader needs to be assigned immediately and ensure all those involved should be contacted by the end of the day. Incident Lead must be AAT for year group				
Students Involved					Green - this is an ongoing investigation and timelines should be set by the incident leader				
Name	Form	House	Involvement (eg witness/perpetrator/1st aigner)	Statement to be collected by	Statement hyperlinked (when statement complete to be scanned in and hyperlinked by)	Home contacted?	Home contacted by?	Logged on PAMS and CROMS?	
Staff witnesses									
Name	Link to witness report								
Outstanding actions									
Action	Deadline	Assigned to	Completed? / update?						
Conclusion	Written by incident lead. All documents added to CROMS by incident lead								
Insert text here									

Appendix R: [Managed Move Paperwork](#)

MANAGED MOVE PROFORMA

Pupil Information

To be completed by the Home school: -

Name		Male/Female	
Year Group		Parent/Carer - Names	
UPN		Address	
Date of Birth		Telephone: Mobile:	
SEND Stage		Attendance %	
Statement/EHCP		FSM	
Date of Annual review		Early Help / ITF	
LAC		CP/CIN	
Number of fixed term exclusions (current term)		Reasons for exclusions	
Ethnicity		Languages spoken	

Previous schools attended:			
Home School: (Current) & Contact Name for the Managed Move process			
Reason for Managed Move: Incidents in school that have given rise to concern (Please highlight or circle)			
Measures taken by the Home school		Level of Success	
Attainment Levels	English	Maths	Science
SAT levels KS1			
SAT levels KS2			
Current			
Cat score (if available)			
KS4			

Options chosen for starting in year 9				
Sets				

Personal Skills: Please tick					
	Behaviour	Organisation	Social Skills	Attendance	Home Support
Excellent					
Good					
Poor					

**In the event of an agreed Managed Move, these details must be forwarded to the Receiving school.*

PUPIL’S MANAGED MOVE REQUEST



My thoughts about school

Name: _____

Date: _____

The things I like best at school are:	
The things I am good at or interest me are:	
The things I don't like about school are:	
I think school would be better for me if:	
I would like a managed move because:	
<i>Any other information:</i>	

RECEIVING SCHOOL - MANAGED MOVE REQUESTS



INITIAL MEETING

Date of Initial Meeting: _____

Pupil's Name: _____

Date of Birth: _____

Name of Home School: _____

Name of Receiving School: _____

Reason for Managed Move: _____

Starting Date for the Managed Move: _____

Uniform Requirements (Inc. PE kits) and Cost: (Paid for by Home school)

Any Agreed Attendance Arrangements:

Specific, reasonable & appropriate targets for the pupil – No more than 3 targets
(These should be personalised on the individual needs of the child)

Target 1	
Target 2	
Target 3	

Date of Interim Review: _____

Date of Final Review: _____

End Date for the Managed Move Period: _____

Other Issues (e.g. learning support, outcomes should poor behaviour occur):

If the Managed Move is unsuccessful:

Please ensure student and parents are aware that as a Catholic school RE is a compulsory GCSE in years 10 & 11.

Signed: _____ **Head Teacher/SLT/PPL**

Signed: _____ **Parent/Carer(s)**

Signed: _____ **Pupil**

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RECEIVING SCHOOL - MANAGED MOVE REQUESTS

REVIEW MEETING

Date of Meeting: _____

Pupil's Name: _____ Date of Birth: _____

Address (if changed): _____

Name of Home School Representative: _____

Name of Receiving School Representative: _____

Progress made against set targets:

Target 1	
Target 2	
Target 3	

School support:

Progress towards integration:

Measures taken by the Receiving school	Levels of Success
---	--------------------------

Parent/Carer support and contribution to Managed Move:	

Additional Information:
Outcome of Review:
Date of next meeting:

Signed: _____ Head Teacher

Signed: _____ Parent/Carer(s)

Signed: _____ Pupil

MANAGED MOVE Dual Registration Agreement

This agreement specifies the registration, admission, attendance and support Arrangements for (Pupil).

Its purpose is to enable (Pupil) to make a fresh start at a new school and to make specific arrangements to support his/her integration.

1. (Pupil)'s name remains on the admission register of Home school
2. (Pupil) attends (Receiving School) full/part time from (Date) under dual registration arrangements.
3. Both schools, parents, (Pupil) and other agencies where appropriate work in partnership to draw up a Pastoral Support Programme.
4. (Pupil)'s progress will be reviewed on _____ by all parties and his Pastoral Support Programme amended according to the recommendations of the review meeting.
5. (i) Until such a time as (Pupil)'s name is placed on the admission register at (Receiving School) and (Pupil)'s behaviour warrants a fixed period exclusion, the decision to exclude rests with the Head Teacher of (Receiving School).

(ii) If the behaviour is extreme, the Receiving school Head Teacher may end the trial transfer and parents, Home school and Admissions will be informed in writing of the date the pupil will return to the original school.
6. A decision will be taken at the end of one term from the start of these arrangements as to the future registration of the (Pupil) at (Receiving School)

SIGNED:

Parents

Pupil

Head Teacher (Home School)

Head Teacher (Receiving School)

.....

Date of Agreement

** In this Guidance, 'parent' includes any person who has 'parental responsibility' for a child and anyone who currently has actual care of the child.*

Appendix 8



Brighton & Hove
City Council

'FAQ - Managed Moves - A Guide for Parent/Carer(s)'

Q: What is a Managed Move?

A: A Managed Move is a formally agreed transfer from one school to another. It can only go ahead if the child, parent /carer and both schools agree to it. It is a government-approved strategy to help children remain in school and complete their education to the best of their ability.

Q: When can a Managed Move be set up?

A: A Managed Move can be set up when all other school support strategies have proved unsuccessful, when the child is no longer thriving in the school community and is perhaps at risk of permanent exclusion.

Q: Who is involved in setting up a Managed Move?

A: The Head teachers of the two schools coordinate the Managed Move process. After the parent/carers have named a school of preference, an initial meeting is set up with the child, parent/carers, Head teachers or other named senior member of staff, as well as any other representatives from agencies already involved with the family. Parents and carers involvement and support are a crucial part to the success of a Managed Move.

Q: What will happen at the first meeting?

A: At the initial meeting the main reasons for the move will be discussed, both the positive outcomes expected from the move and the concerns. The key focus will be to discuss the targets the child will be set to work towards, during their time at the Receiving school. A main component to the success of the Managed Move is the child's commitment and desire to want things to improve and to feel supported in doing so. Everyone at the meeting will be expected to sign a contractual agreement as to the intentions of the Managed Move and will be informed on how it will be monitored and when the review meetings will occur.

Q: How long does a Managed Move last?

A: A managed Move tends to last for a school term, approximately 14 weeks, to enable the child to reach the targets set. At the end of the agreed time and at the final review, the schools, parents and child will decide whether it is appropriate to return to the Home school or stay at the Receiving school.

Q: What can I do to help prepare for the Managed Move?

A: *The best way to prepare for the Managed Move is to help remind your child of the reasons and benefits from being in another school. It is important to explain to them that the purpose of the Managed Move is to help support them into another school and to enable them to overcome some of the barriers that they have been presenting in their learning and behaviour. It would be particularly useful prior to the initial meeting that you discuss with your child, what key things, in their opinion, they need to work on and improve upon as part of the Managed Move process.*

Q: How will we know if the Managed Move plan is working?

A: *A key member of staff at the Receiving school will support your child and be able to give regular feedback as to how well they are keeping to their plan and targets. At the initial meeting, dates will be agreed for two review meetings to monitor the progress and success of the move during the term. These meetings will also provide the opportunity to discuss the successes and progress of your child, as well as any concerns felt about the placement. The review meeting will allow any changes to be made to the initial plan in order that the best possible provision is put in place at the Receiving school to enable the child to reach their potential on all levels.*

Q: What if the Managed Move is not successful?

A: *The Head teacher at the Receiving school can stop the Managed Move placement at any time if it is felt it is not working. This might be due to poor behaviour and/or attendance. It is likely that at this point your child will return to their Home school. Details of what will happen if the Managed Move fails will be agreed at the initial meeting.*

Appendix S: Roles and Responsibilities for Break Time Duties

Tips for supporting behaviour at break times

This comes directly from the [Positive Behaviour Management guidance from the NEU](#)

- Stay Calm. The first step in a difficult situation is to create thinking time, so try taking a deep breath
- Status preservation – pupils operate within a peer group, so be aware of this and use private rather than public reprimands when managing behaviour.
- Empathy – show empathy by avoiding challenging questions such as “what do you think you are doing?” try using “I understand that you are feeling... At break times we...”
- Respect – model appropriate behaviour to reinforce your expectations. Always show pupils respect
- Building relationships – build relationships with children and their families. If there is a significant change in behaviour flag it up with parents/carers and the senior leadership team (SLT).

On duty please:

- arrive on time,
- actively engage with students
- Keep time with colleagues to a minimum
- Encourage care for the environment
- Move around the space and model sociable and kind behaviour.

When issues arise please log in Classcharts and alert house teams who can follow up.

Each duty area has an SLT lead who you can ask for support or report any issues, or ideas to them.

New email groups to support duty teams

Benedict Courts Duty – benedictduty@cncs.co.uk

Snack Shack Duty – snackshackduty@cncs.co.uk

St Marys Court Duty – stmarysduty@cncs.co.uk

Quad Area Between Buildings Duty – quadduty@cncs.co.uk

Inside of Canteen Exit Area – insidecanteenduty@cncs.co.uk

Outside of Canteen Exit / Covered Seating Area – outsidecanteenduty@cncs.co.uk

Blue Courts Duty – bluecourtsduty@cncs.co.uk

Year 11 Common Room + MF & MG Corridors - y11commonroomduty@cncs.co.uk

Canteen / Dining Room Queues Duty – canteenqueues@cncs.co.uk

Newman College / Old Block Duty – newmancollegeduty@cncs.co.uk

LS1 and Other Areas Duty – otherareasduty@cncs.co.uk

Library Duty – libraryduty@cncs.co.uk

Duty Areas and SLT leads

Toilets	Jane Noble (but will be out and about at breaks)
Benedict Courts	K Forbes
Snack Shack	S Meaney
Year 9 Mary's courts	W Clement
Dining room quad, outside rear and side of dining room	C Heron
Blue Courts	W Clement
Common Room	S Boden
Newman College	R Marsh , M Rozier
LS1 areas (inc loft, outside LB1/LB2)	Suzanne Holland
Library	Shareen Hone
Late Gate Detention	V Hawking

Appendix T: Policy for Dealing with Knives and Offensive Weapons

It is school policy to forbid the possession, custody and use of weapons in, on, or around the school premises and during school activities. For the purpose of this policy a “weapon” is:

- a firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc;
- explosives, including fireworks, aerosol sprays, lighters, matches;
- laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.
- any items which are specifically designed to look like an offensive weapon

Any student found to be in breach of the policy shall be subject to action under our Behaviour Policy. This could mean fixed or permanent exclusion from the school. In most circumstances the police will also be contacted. Parents will always be informed of an allegation, even where there is no evidence, as our duty of care to the student. In the case of malicious allegations, with no substantial proof, the student making the allegation may be subject to the school’s behaviour policy.

Procedure for Dealing with Knives and Offensive Weapons

The Police should be informed of any incident believed to involve a weapon. When contacting the Police the member of staff (which should be PPL or SLT) dealing with the matter should give his/her evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or weapon secure, for collection only) to help the Police to make their own judgement of the response required.

- where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for an authorised member of staff, to conduct a search of that student or his/her possessions, with or without the student’s consent;
- in making that decision, a risk assessment approach should be adopted; such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation;
- such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

For guidance around searching please refer to Appendix

Appendix U: Bag and Person Search Policy

A member of staff carrying out a search:

- may not require a student to remove any clothing other than outer clothing, i.e. any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- should utilise metal detecting 'wand' to assist in searches;
- a member of staff may carry out the search only in the presence of another member of staff;
- a student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff;
- if in the course of a search the member of staff finds anything he/she suspects of falling within the prohibited items category, or any other thing he/she suspects is evidence in relation to an offence, he/she may seize and retain it;
- a member of staff in possession of a weapon in such circumstances should secure it, and pass it immediately to the Principal or the Head of School or College and arrange without delay to surrender it to the Police.
- a member of staff in possession of other prohibited items in such circumstances should secure it, and pass it immediately to the Principal or the Head of School or College and/or arrange without delay to surrender it to the Police or arrange for them to be handed back to parents/carers.

As per government guidance, the school doesn't need a child's consent to search them if we think the child has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules
- vapes or e cigarettes type

Appendix V: Mobile Phone Policy

When a phone is seen it should be **confiscated by the member of staff** and passed to Lisa Taylor or House Base. This should be logged on **ClassCharts by the teacher (C3 Mobile Phone visible onsite)** and the student should be given a lunchtime detention.

If a student refuses to hand over their phone this needs to be logged on **Classcharts by the teacher (E2 Refusal to hand over mobile phone) for the PPL to follow up.** The typical consequence for a refusal to hand over a mobile phone is the next day CS17, along side the school insisting on the confiscation to continue happening.

PPL reference for 'On site out of sight policy'

1st confiscation - phone returned at the end of the day

2nd confiscation - phone returned at the end of the day with a phone call home that the next time will be 24hrs

3rd confiscation - 24hrs (avoiding weekends)

4th confiscation - 48hrs (avoiding weekends)

5th + confiscation - phone handed to PPLoffice on a daily basis

Please always check about getting home safely and bus pass etc

Appendix W: Teaching positive behaviour (a dynamic document that evolves as our ideas and strategies grow)

‘Schooling is mandatory but learning is not’

Mary Kennedy (in Harry Fetcher-wood)

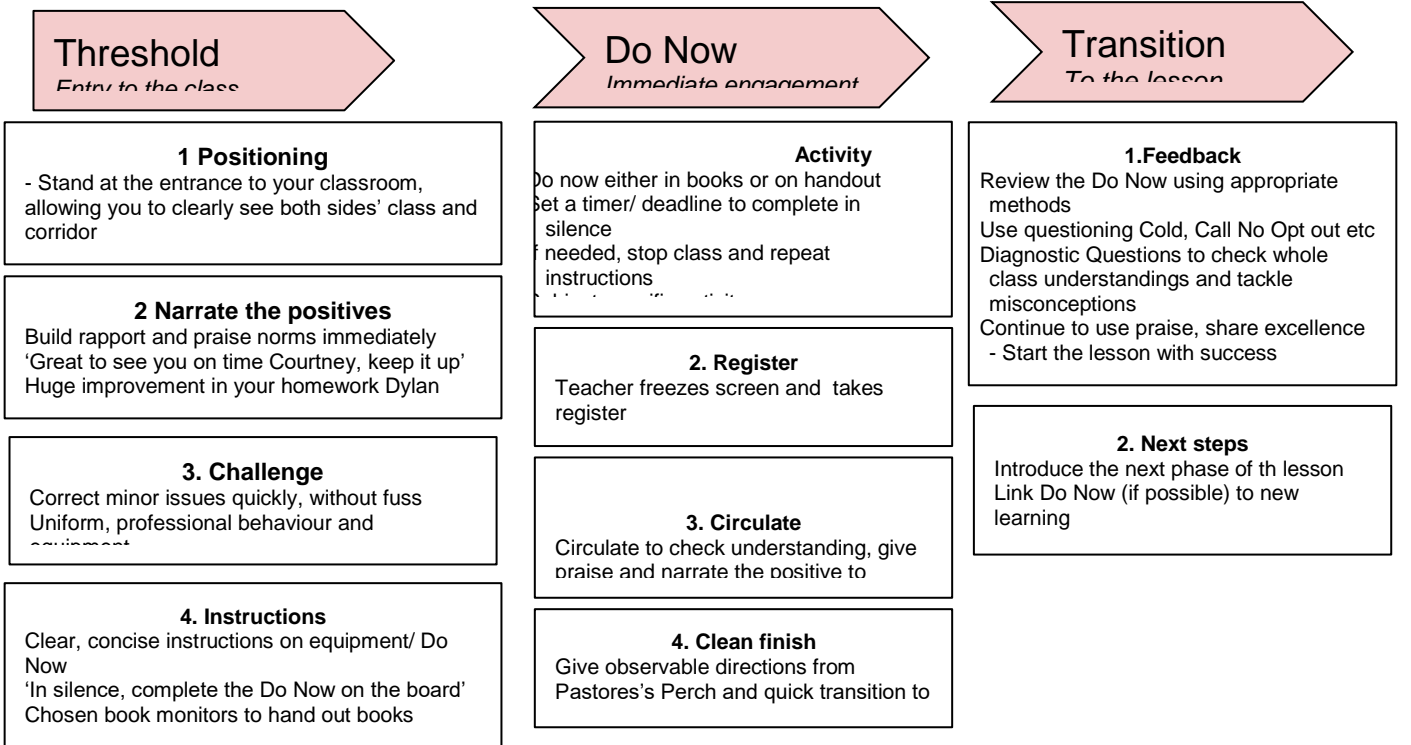
Our job in the classroom is to get every student learning. It is the law for children to come into school and we have policies in place to get our students into classrooms, sitting down, with the right equipment at the right time but the real challenge is to get the students to think hard and concentrate. Learning is intrinsically difficult and no matter how experienced we are as teachers it will always be difficult to get all students learning. The Newman Way, along with these three principles designed to support us to get every child learning:

- **Normalise the behaviour that we want**
Define expectations clearly and model them. If they need teaching then teach them. Always acknowledge good behaviour (with the student, with their tutor, with their homes and with Caritas coins.
- **Create habits** How can we get students to start learning and keep learning? Motivation can be fickle, some days we feel motivated but some days we won't. The key is to help students to form powerful good habits which they will stick to when they are tired, under pressure and distracted.
A powerful habit needs to be simple, clear and meaningful. Consistency is the foundation of all habits, practice makes perfect. Perfect practice is better. As soon as we stop practising, we start to lose the habit.
- **Make it easy to behave and hard not to.**
Some students find it harder to behave than others. Remove any obstacle you can to them developing better habits (this may include where they sit in a classroom to the types of activities you decide to do during a lesson). Reflect on your classes - is there a particular moment when a student acts up? Why is this the case? (ask them) What changes can you make to prevent this moment happening again? Provide support for them to achieve the expectations you have of them. Make initiated action easy for all (by making the first step impossibly easy) Challenge low standards every time, using the behaviour points policy to help you. Make good behaviour satisfying.

Habits of our classroom

➔ A Strong Start: Beginning the lesson Newman Expectations

First impressions matter, not just on the first day of school, but every day, and so how class begins - and in fact how a class begins - and in fact how culture and expectations are communicated in that ambiguous and liminal time before class has begun- is critical in settings norms, communicating culture. A students' arrival to your lesson should result in them receiving the message that they belong; that their teacher is prepared and capable; and that as learners their time will be well spent. A strong start sets the tone for everything that comes after, an energetic start builds momentum, and it develops the academic habits students will need to succeed
 Doug Lemov, Teach Like a Champion 3.0



➔ A Strong Finish: Ending the lesson Newman Expectations

Closure is important in the execution of a good lesson. Closure is important because it is a formative assessment that allows the teacher gauge what students have learned and if additional practice is needed or re-teaching is necessary. Essentially, it tells the teacher whether or not the students are ready to move on. Closure is work that is done by the students, not the teacher summarizing the key points of the lesson. Ensure you are packed away 5 minutes before the end of the lesson
 Doug Lemov, Teach Like a Champion 3.0

