



## **BEHAVIOUR FOR PROGRESS POLICY**

### **NEWMAN CATHOLIC COLLEGE**

**GOVERNING BODY APPROVAL:** September 2024

**COMMITTEE WITH RESPONSIBILITY FOR  
MONITORING & REVIEW:** Curriculum Committee

**NEXT REVIEW DATE:** September 2025

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### **1. RATIONALE:**

- Newman Catholic College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- Our behaviour for progress policy guides staff to teach resilience and self-regulation, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.
- Our Behaviour for Progress policy relates to any school context activity, be it in school, out of school in school time, on the way to and from school, online, or any other time or place that may result in the school's name being brought into disrepute.

### **2. LEGISLATION AND STATUTORY REQUIREMENTS:**

This policy is based on DfE documentation and legislation including:

Behaviour in schools: advice for headteachers and school staff 2024

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Searching, screening and confiscation: advice for schools 2022

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

□ Preventing and tackling bullying: advice for School Leaders 2013

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

□ Behaviour and discipline in schools: guidance for Governing Bodies 2015

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

- [Use of Reasonable Force \(2013\)](#)
- [SEND Code of Practice \(2014\)](#)
- [Equalities Act \(2010\)](#)
- [Supporting Pupils with Medical Conditions \(2014\)](#) Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- As a Unicef Rights Respecting School, we take into account a student's personal context and needs when applying this policy in a fair and considered manner. This policy can be adapted according to the needs of students if a differentiated or more sensitive approach is required. This is in consideration of the Equality Act (2010). We retain a record of all behavioural incidents on the school SIMS system to avoid unintentional discrimination against any single groups.

### 3. AIMS:

Through this policy, we aim to establish a consistent and purposeful approach to modelling, educating and reinforcing positive behavioural norms in all interactions with students. Our ultimate aim is for students to reflect these expectations innately. The Behaviour Policy is designed to reflect our Catholic ethos, support the school's Mission statement and commitment to Equality and Diversity

We are a place of learning, first and foremost, and this policy seeks to maximise pupils' exposure to and active engagement with the curriculum to best aid their academic, cultural and personal development. Students acquire the powerful knowledge for them to be valuable citizens in life through the curriculum. The aim of this policy is to maximise student's ability to access the curriculum unhindered.

We promote the philosophy of 'relentless positivity', and have a behaviour culture rooted in respect: respect for each other, respect for difference and respect for our expectations. The foundation of our ethos is both on the universal religious value of the 'golden rule' that we should treat others as we would like to be treated, and the 43 articles of the convention of the rights of the child (as a Unicef Rights Respecting School).

We have a strong culture of dealing not with behaviour, but the causes of behaviour. We have a therapeutic approach to behavioural concerns that offer sustainable treatment and development of the holistic individual.

The promotion of good behaviour is a shared responsibility and as a school we are committed to working in partnership with parents and carers in order to ensure students achieve their potential. The success of this policy depends on the full support of all members of the

Newman Catholic College community including parents/carers, students, staff and governors. To this end a Home School Agreement is in place and will need to be signed by parents and students when they join our school.

#### **4. DEFINITIONS:**

**4.1 Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**4.2 Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting (including any perceived “playfighting” which this school does not recognise – any inappropriate physical interaction is perceived as bullying and/or fighting).
- Smoking
- Racist, sexist/ misogynist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Mobile phones
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers or any smoking paraphernalia
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
  - In addition, pupils who have food and drink items that do not adhere to our healthy eating policy will have these items confiscated and disposed of. In addition to healthy eating, this is to avoid the potential for students to sell items for profit.

- For clarification, the jurisdiction of this behaviour policy applies to students when travelling to school or travelling from school, when on school trips and in any time away from school if the name of the school has been brought into disrepute. This may include times when students are not wearing our uniform. (See Student Planner)

## 5. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to our [Anti-Bullying Policy](#), and the [Anti-Bullying Poster \(APPENDIX E\)](#)

Please refer to our [Safeguarding and Child Protection Policy](#) for further information about harassment and peer-on-peer abuse.

## 6. ROLES AND RESPONSIBILITIES OF STAFF AND GOVERNORS

### 6.1 The governing body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 6.2 The Headteacher

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix A). The headteacher will also approve this policy.
- The Headteacher and Senior Leadership team should lead by example in implementing the principles of this policy and to ensure that they are consistently implemented by staff across all contexts of school life

## 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy **consistently**
- Modelling “**relentless positivity**” (i.e. consistent positive re-enforcement; using a respectfully calm, non-emotive response when managing behavioural situations).
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Consistently following up incidents that take place either in their presence or in their vicinity. Recording behaviour incidents on the MIS behaviour management system, speaking to pupils involved, and liaising with their tutor or Head of Year are a minimum expectation when dealing with behavioural issues.
- Regular positive contact with home is key to building a professional relationship of trust, therefore enabling more difficult conversations to take place within a foundation of support.
- Completing MIS reports for pupils, and any requests for further information (e.g. Round Robins for the purpose of Pastoral Support Plans or pastoral meetings).

The senior leadership team will support staff in responding to behaviour incidents.

## 6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Parents support our expectations by reading and signing summaries of our policies in the student planners.

## **7. PUPIL CODE OF CONDUCT**

7.1 The three core philosophies of the Behaviour for Progress policy which students are expected to adhere to are:

### **READY:**

- Students are calm when moving around the school, punctual, equipped and focused on learning and their personal development.
- To create a culture of exceptionally good behaviour for all: for learning, for community for life

### **RESILIENT:**

- To encourage resilience and self-control and for students to accept the consequences of their actions gracefully.
- To ensure that excellent behaviour is a minimum expectation for all.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

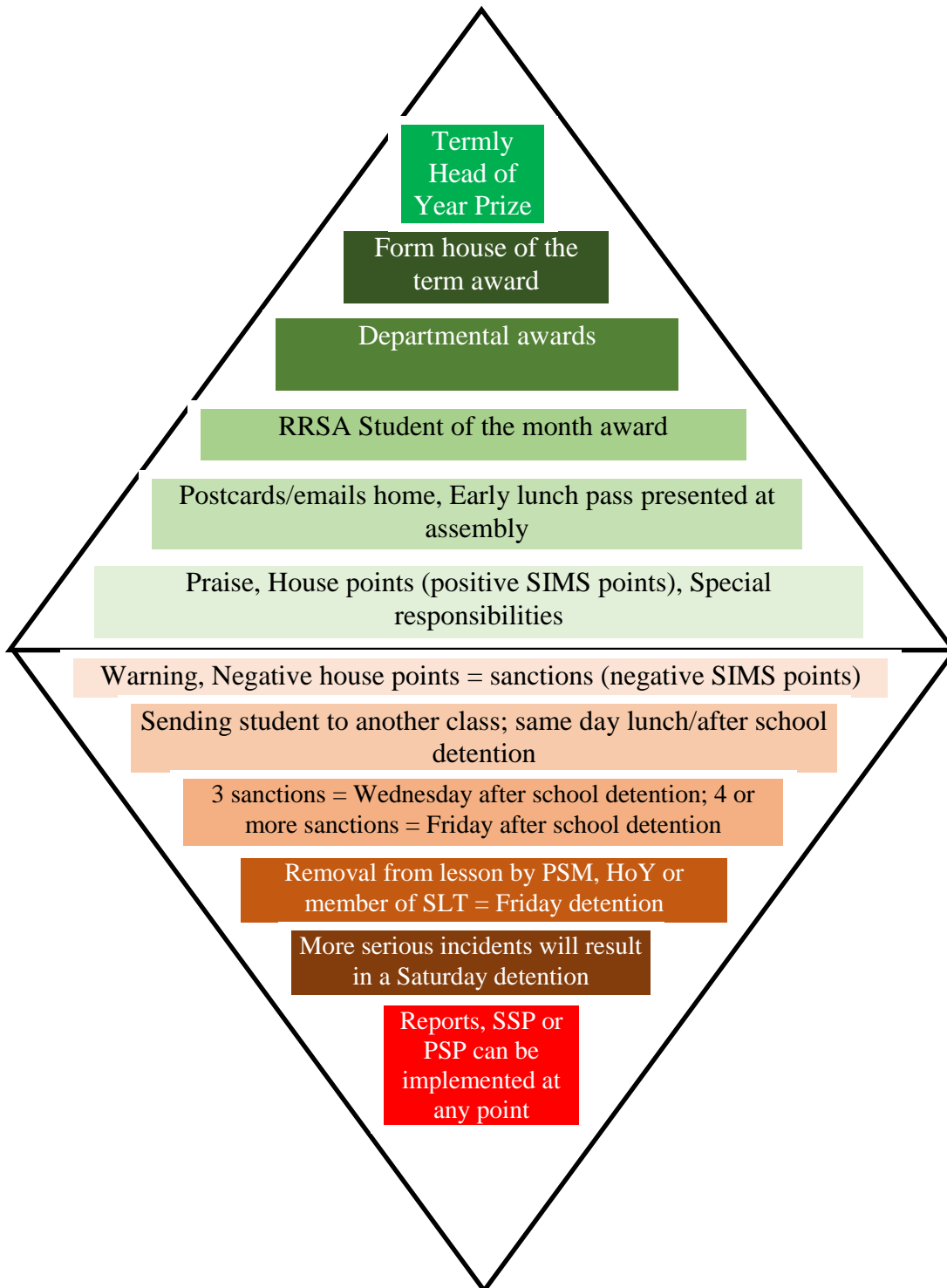
### **RESPECT:**

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To treat the school environment with respect
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through strong relationships.

## 8. REWARDS AND SANCTIONS

- We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

### 8.1 List of rewards and sanctions



## 9. BEHAVIOUR MANAGEMENT

### 9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement through the expression of “relentless positivity”. This includes the award of achievement points.

#### Classroom management strategies used in the school

- Outline the responsibilities of class teachers, and set out the measures they can use to promote good behaviour and respond to poor behaviour
- **Promote good behaviour, self-discipline and respect**
- **Adapted body language and voice** – We encourage the use of a low, neutral tone of voice and that staff are conscious of their body language and relative size to young people (leaning or kneeling helps when addressing behavioural concerns with smaller or seated pupils)
- **Regulate pupils’ conduct**
- **SEND – Pupil SEND Passport/Individual Behaviour plan/Report**
- Apply strategies from any SEND IEP or EHCP to ensure that reasonable adjustments have been made for students to enable them to access the curriculum in line with their individual needs
- **Ensure that pupils complete assigned work – focus on progress, academic attainment and achievement and LLL**
- Please refer to the schools’ World Class Teaching guidance.

#### REMOVING PUPILS FROM THE LEARNING ENVIRONMENT

- If a pupil is being continually disruptive, defiant or refusing to follow staff expectations, they may be removed from the lesson.
- No student should ever be sent out of class without Adult supervision.
- Where possible, the student should be asked to stand at the back the relevant room until a teacher is able to manage the situation.

- In more extreme circumstances, **the SIMS alert button should be pressed** to call a member of staff to escort the pupil to another classroom (preferably the HOD) to complete their work, or to Damascus, depending on the circumstance.
- No student should be sent from a lesson to another room or to Damascus without being supported by a senior member of staff, PSM or HoY.

### ***Restorative Approach:***

*Reparation meetings at Newman Catholic College are a core part of repairing damage to trust between staff and learners, or between pupils. Our Reparation meetings are structured in 6 steps:*

- *What's happened?*
- *What was each party thinking?*
- *Who feels harmed and why?*
- *What have each party thought since?*
- *What behaviours will each of us show next time?*
- *Reaffirm your commitment to building a trusting relationship.*
- *Staff will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.*

### **9.2 Physical restraint**

The below guidelines refer to the DfE guidance<sup>1</sup> for physical restraint. In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them if they are:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Staff Training**

- Targeted staff who work in higher risk situations will receive positive restraint training.
- New staff are inducted with behaviour training in the first weeks of their placement.
- SLT support is available for any staff who require further behaviour-focused training.

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

- General behaviour training to be renewed with all staff, followed by a targeted approach to behaviour management training based on staff experience. (Targeting classroom, whole-school and off-site contexts)

### **9.3 Confiscation**

- Any prohibited items found in pupils' possession will be confiscated and may be disposed of. These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **9.4 Pupil support**

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis
- We offer a range of therapeutic services internally, to support pupils displaying behaviour challenges.
- The school utilises alternative provision in rare cases, and only in liaison with families and our Inclusion Support Officer. We understand that some students find mainstream education challenging, and we will always seek a placement that best promotes the wellbeing and academic opportunities of the student.

## **10. PUPIL TRANSITION**

- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.
- In-year arrivals will be interviewed on application, and assessed during the induction process. Students arriving through placement via the Fair Access Protocol or as a Managed Move will additionally be supported by the Inclusion Support team on induction.
- The Year 7 team work extremely hard during the transition phase to ensure the highest standard of care, guidance and support.
- Cross-phase transitions are managed by the pastoral team and students are supported by internal and external provisions (i.e. Connexions, IntoUniversity, MyTutor, National Citizens Service and other targeted support). We have strong liaison with our local feeder primary schools, their SENCOs and with reciprocal reading schemes ...

- Year 7 and 12 inductions include off-site team building and cultural capital experiences

## **11. BEHAVIOUR FOR PROGRESS AND THE CURRICULUM**

Behaviour for progress is focused on maximising students' access to the curriculum both individually and collectively. At NCC we have an inclusive learning culture: All students should experience a learning environment that enables them to flourish as both independent or collaborative learners. This means showing respect for the teacher and other learners. Low level disruption will be addressed by teachers at a departmental level.

**Newman Value – Right to education – Article 28.**

Personal organisation and independence are key characteristics that are encouraged in our students to ensure their engagement with the curriculum. This includes being fully equipped, punctual, meeting deadlines and respecting staff.

## **12. TRAINING**

- Our staff are provided with training on managing behaviour, as part of their induction process.
- Behaviour management will also form part of continuing professional development.

## **13. MONITORING ARRANGEMENTS**

- This behaviour policy will be reviewed by the headteacher and governing body annually. At each review, the policy will be approved by the headteacher.
- The written statement of behaviour principles (appendix 2) will be reviewed and approved by the governing body annually.

## **14. LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy

## **APPENDIX A: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.

## **APPENDIX B: Practical steps in managing and modifying poor behaviour:**

- Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct
- The reminder
- A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
- The caution
- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

### **Example Strategy:**

#### **30 second intervention**

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

#### **The time-out**

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions  
Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call'/Security will escort the learner to a workspace outside the teaching room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At NCC we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

#### **Partnership stage**

- The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning All of these matters will be confirmed in writing and recorded on our Behaviour Data platform.

### **Restorative conference**

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the PLC, Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation. • There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to college as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

## **APPENDIX C - Behaviour for excellent teaching and learning – One page summary**

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, Ready, Respectful, Safe must be displayed in each learning space and referred to in conversations around conduct. Consistencies

- 1 Meet and greet at the door.
- 2 Model positive behaviours and build relationships.
- 3 Plan lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
- 6 Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly

**APPENDIX D: Newman Catholic College - INDIVIDUAL PUPIL BEHAVIOUR RISK AUDIT**

<b>Pupil's Name:</b>	<b>Date</b>	<b>Assessor's Name</b>	<b>Review Date</b>
<b>Outline of Risk</b>	<b>Who is affected by the risk?</b>	<b>In which situations does the risk usually occur?</b>	<b>How likely it is that the risk will arise?</b>
<b>If the risk arises, who is likely to be injured or hurt?</b>	<b>What kinds of injuries or harm are likely to occur?</b>	<b>How serious are the adverse outcomes?</b>	<b>Any other factors to consider</b>
<b>Agreed Behaviour Management Plan &amp; School Risk Management Strategy</b>			
<b>Focus of measures</b>	<b>Measures to be employed</b>		<b>Level of risk</b>
<i>Proactive interventions to prevent risks</i>			
<i>Early interventions to manage risks</i>			
<i>Reactive interventions to respond to adverse outcomes</i>			

BEHAVIOUR	WHEN?	MOST AT RISK	HOW LIKELY?	X	HOW OFTEN?	X	POTENTIAL HARM	=	RISK FACTOR	ACTION
<p><i>(Circle or underline those which apply)</i></p> <p>NB – In cases where a pupil is suspected or found to be carrying a weapon, action should always be taken, regardless of the apparent likelihood of harm.</p>	<p><i>Time of day; potential triggers etc.</i></p>	<p><i>Who is most likely to be harmed and how?</i></p>	<p>5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never</p>		<p>5=Daily 4=Weekly 3=Monthly 2=Rarely 1=Never</p>		<p><i>(Include an assessment of the likely physical and psychological harm)</i> 4= Life-threatening 3=Serious 2=Harm 1=No harm</p>		<p><i>Approximate percentage chance of harm occurring:</i> 100%=certain &gt;50%=probable &gt;9%=possible &gt;1%=not impossible 1%=never</p>	<p><i>Is a formal risk assessment required? Are existing measures sufficient, or can the risk be lowered further? If applicable, list any initial suggestions for achieving such aims in the space below.</i></p>
<p><b>Verbal abuse</b></p> <p><b>Threats/Aggression</b></p> <p><b>Violence</b></p> <p><b>Vandalism</b></p> <p><b>Bullying</b></p> <p><b>Fighting</b></p> <p><b>Possible Weapon(s)</b></p> <p><b>Racial Harassment</b></p> <p><b>Sexual Harassment</b></p> <p><b>False Accusations</b></p> <p><b>Self Harm</b></p> <p><b>Other - please specify:</b></p>	<p><b>Before school</b></p> <p><b>Break time</b></p> <p><b>Lunch time</b></p> <p><b>After school</b></p> <p><b>Morning lessons</b></p> <p><b>Afternoon lessons</b></p> <p><b>Between lessons</b></p> <p><b>Detentions</b></p> <p><b>Other, e.g. outside school hours - please specify:</b></p>	<p><b>Pupils</b></p> <p><b>Staff</b></p> <p><b>Visitors</b></p>	<p><b>5</b></p> <p><b>4</b></p> <p><b>3</b></p> <p><b>2</b></p> <p><b>1</b></p>	<p><b>X</b></p>	<p><b>5</b></p> <p><b>4</b></p> <p><b>3</b></p> <p><b>2</b></p> <p><b>1</b></p>	<p><b>x</b></p>	<p><b>4</b></p> <p><b>3</b></p> <p><b>2</b></p> <p><b>1</b></p>	<p><b>=</b></p> <p>_____ %</p>		



STOP BULLYING



Are you being bullied?  
Have you seen someone  
being bullied?



Report **all** bullying to:



[stop@ncc.brent.sch.uk](mailto:stop@ncc.brent.sch.uk)



STOP BULLYING



## APPENDIX F: MANAGING AGGRESSIVE BEHAVIOUR & RESTRAINT RECORDING FORM

Date of Incident:	Time of incident:
Name of person reporting the incident:	
Date incident reported:	
Member of staff recording incident:	
Date incident recorded:	

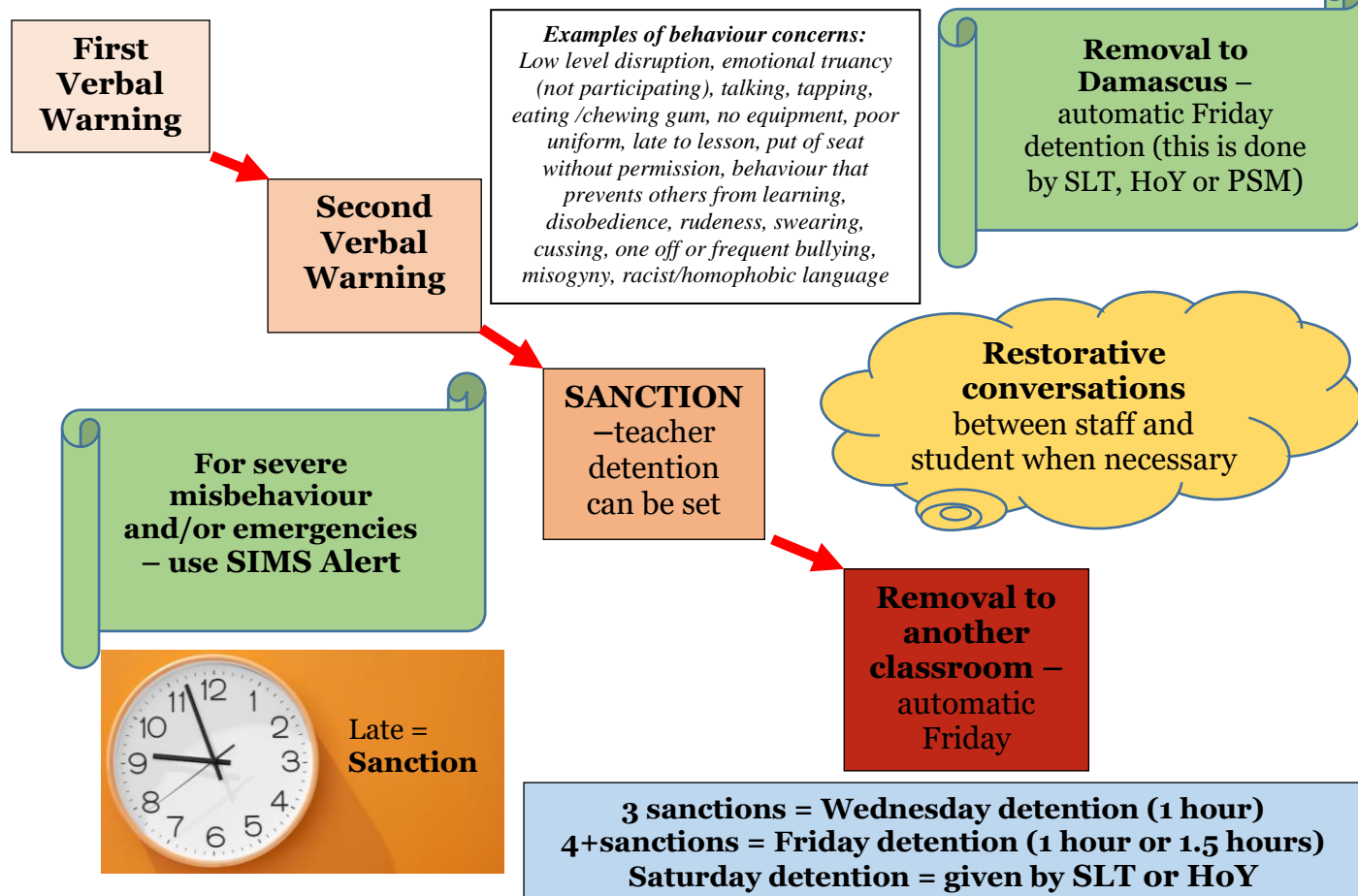
Name(s) of person(s) causing incident: <i>Where name/s are unknown, provide other details which may allow their identification.</i>
Status of person(s) causing incident: <i>(Pupil/Visitor).</i>
Full description of incident: (e.g., names of persons involved; location, nature of any injuries; attendance of emergency services).
Names of any witnesses: Status of witness:
Initial action/outcome: (e.g., informal conciliation; police intervention; warning or banning letter issued).
Summary of subsequent actions taken by the school, including risk assessments.
Linked Incidents (If any)

Signed:	PRINT NAME:
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# Behaviour for Progress – Policy Procedure

**REWARD** where possible and as often as possible– merits/achievement points for things like Newman values, good homework, good classwork, positive contributions in class or outside, voluntary participation in school events

## FOLLOWING UP ON POOR BEHAVIOUR



## Positive guidance for staff

Starting lessons:	During lessons:	Ending lessons:	Out of lesson time:
<p>Refer to teacher non-negotiables</p> <p>Be a presence in the corridor</p> <p>Meet and greet at the door</p> <p>Check uniform</p> <p>Have starter prepared</p> <p>Adhere to seating plan</p> <p>Complete register during starter</p> <p><b>AVOID:</b> lining up</p>	<p>Quality First Teaching – make reasonable adjustment</p> <p>Reward where possible</p> <p>Homework – set as early as possible – make sure students record it</p> <p><b>AVOID:</b> recording names on board</p> <p><b>AVOID:</b> leaving students outside</p> <p><i>SIMS alert – for emergencies only – see above</i></p>	<p>Finish task 5 minutes before end</p> <p>Plenary – use cold calling</p> <p>Pupils stand behind chairs – dismiss row by row</p> <p>Do not dismiss early</p>	<p>Relentless positivity</p> <p>Build professional relationships – relationships are at the core of our culture</p> <p>Regular contact with home – positive as well</p> <p>Update MIS with rewards/sanctions (and comments)</p> <p>Be proactive – pre-empt and address/follow up issues</p> <p>Be empowered to take ownership</p>

# Behaviour for Progress Policy



# Ready Resilient Respect



## Ready

**Listen**  
**Be equipped**  
**Full Uniform**  
**Punctual**

**Contribute to learning**  
**Ready to learn**  
**Reward**

## Resilient

**Do not react**  
**Be safe online**  
**Care for others**  
**Be consistent**

**Effort**  
**Persevere**  
**Reflect**  
**Evaluate**

**Respect NCC rules and expectations**  
**Choose healthily: Water, Junk-free, no gum**

100% Attendance

Mobile phones and headphones are not allowed

## Respect

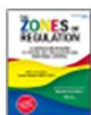
**Respect school environment**  
**Respect differences**  
**Respect rights**  
**Respect personal space**  
**Treat others as you would like to be treated**

**Prevent bullying**  
**Communicate in English**  
**Use respectful language**  
**Contribute to community**

For more detail, please refer to the following policies in Student Planners:

Uniform - Behaviour for Progress - Equipment

## Appendix I: Zones of Regulation



To be used with *The Zones of Regulation™* curriculum  
Reproducible E

# The ZONES of Regulation™

			
			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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# How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help