



**New Direction School**



# **Behaviour Policy**

<b>Reviewed Date:</b>	<b>Reviewed By:</b>	<b>List of changes</b>	<b>Next Review</b>
August 2021	Luke Collins	<ul style="list-style-type: none"> <li>Re-written and Reviewed by Andy Howard and Luke Collins in August 2021</li> </ul>	August 2022
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## Contents

01. Introduction	Pg 4
02. Legal Framework	Pg 5
03. Principals of successful behaviour management	Pg 6
04. New Direction Rules	Pg 8
05. Recording	Pg 10
06. Classroom support Plan	Pg 11
07. Reflection Room	Pg 12
08. Scripts and Language	Pg 13
09. Coaching	Pg 14
10. Positive Noticing	Pg 14
11. Uniform, Electronics, banned items and right to search	Pg 15
12. Bullying	Pg 16
13. Sexual Abuse	Pg 18
14. Smoking and Controlled substances	Pg 18
15. Exclusion	Pg 18
16. Appendix A – Banned Items list	Pg 19
17. Appendix B – Student code of conduct	Pg 21
18. Appendix C – Parent Code of Conduct	Pg 23

## 1. Introduction

At New Direction, we provide a small, nurturing environment where strong, trusting relationships form the foundation of everything we do. We are committed to supporting each young person's personal growth, wellbeing, and independence through a holistic and inclusive approach to education.

Our unique setting, based around equine therapy and interaction with animals, offers powerful opportunities for emotional development, confidence-building, and learning beyond the classroom. By combining this with a broad and balanced curriculum, we empower our students to thrive academically, socially, and emotionally.

We believe in each student's potential and work alongside them to build the skills, resilience, and self-belief needed to become confident, independent individuals ready to take on their next steps in life

At New Direction we believe in creating Positive behaviour environment focused on relational practice and restorative practice. We believe all students, but especially those with SEN need clear routines and guidelines to follow, for these to be explicitly taught and to have lots of opportunity to practice.

When students do struggle we believe in helping the student to correct their behaviour and giving them the guidance and support they need to do this.

## 2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

### 3. Principles of Successful Behaviour Management

At the heart of the principles of successful behaviour management are six pillars:

- Consistent, calm adult behaviour
- First attention to best Conduct
- Relentless routines
- Scripting difficult conversations
- Restorative follow-up
- Parental Support

#### Consistent, calm adult behaviour

Consistency across the school is key to having a calm and well managed environment. All Staff will use the same language, systems and routines. Staff will also remain calm when talking to students, Students behaviour isn't personal and although it can feel personal at times it is not so we must not respond emotionally but remain calm n our language and body language.

#### First attention to best conduct

At New Direction we will always focus on the positive first. Within the classroom we will be vocal and consistent in praising the behaviour we want to see. This serves as a constant reminder to all of the behaviours and standards we want students to uphold. When a student is struggling we will again focus on praising those who are behaving how we want first to help reinforce what we want to see. When talking to students about their behaviour we will always look for opportunities to praise previous good behaviour and when the students corrected their behaviour again we will praise them.

#### Relentless Routines

Routines are important to ensure students feel safe and secure in what they are expected to do. We have routines for key transitions, how we arrive and leave, Breaks and lunches, and the different types of lessons. These are taught to the students, modelled and practiced. As routines become habit then students will quickly know how to behave in different circumstances.

#### Scripting difficult conversations

Talking to students in the moment when they are falling below the expected behaviour standards can be tricky. Therefore we have scripts for staff to use for these conversations. These help to structure the conversation so that staff can quickly fall into giving a consistent message and have free working memory to deal with the nuances of the conversation

#### Restorative Follow-up

When a student struggles to correct their behaviour and it progresses through the classroom support plan then a restorative conversation will be needed. The aim of this conversation is to explore what was going on and to support the student to assess their behaviour and look at ways they could have responded differently. If there is a natural consequence this will be applied (eg tidying up mess caused etc). Restorative conversations are key to repairing relationships and supporting the student with their behaviour.

## Parental Support

New Direction is a community and this includes parents. A student's behaviour can only be successfully managed when parents and school work together. We maintain regular communication with parents about student behaviour so that parents know what is happening in school and can help follow-up with the student. We also ask parents help keep us informed of what is happening at home too, as often this can help explain a student's behaviour and we can know to put extra support in for a student.

## 4. New Direction Rules

At New Direction we have simplified our rules into three key terms:



# Our School Rules

At New Direction we are:

READY

RESPECTFUL

SAFE



These rules can help to cover virtually every behaviour seen in school. These rules will be displayed all around the school. They will be used in every conversation about behaviour too.

Students represent New Direction and are expected to uphold these standards inside school and out of school. This includes travelling to and from school.

## 5. Recording

The school uses Arbor to record and monitor student behaviour.

Positive praise points will be recorded by staff in every lesson. Praise should be verbally given to students for it to have the best effect. Verbal praise and recognition of behaviour you want to see helps tell everyone that this is good behaviour. These praise points should be used to praise the behaviour we want to see. This is used to reinforce good behaviour and 'reinforce positive behavioural norms'. Points can be given by any staff member at any point during the school day. Within lessons a mini whiteboard will be displayed where teachers will keep a tally during the lesson. During the day the teacher will transfer these onto Arbor.

Points will be monitored and certificates (Bronze, Silver, Gold, Platinum) given at certain thresholds through the year. Points will also add up to give special tutor group rewards throughout the year.

When a student progresses through the classroom management support plan and they need extra support this behaviour will be recorded on Arbor. Equally if a behaviour is deemed to require a follow up this will also be recorded on Arbor. The restorative conversation will then be added to this behaviour record. If required this may be followed up with a phone call home.

## 6. Classroom support plan

Our classroom support plan centres around giving students clear reminders about their behaviour, explain how to correct it, give some take-up time and give lots of opportunities to correct their behaviour.

# Classroom Support Plan

**REMINDER**

Take up time



**WARNING**

Take up time



**FINAL CHANCE**

Take up time



**REFLECTION ROOM**



The support plan needs to be followed in the correct order, its important no steps are skipped. Use the scripts provided to help conversations through each step

Take-up time is essential, Minimum of 2 minutes should be given after the conversation to allow students to absorb and follow expectations. This follow-up needs to be where the

student is left alone to absorb this, don't stand over the students or watching them from distance.

All behaviours that require the reflection room must be recorded on Arbor and followed up with a restorative conversation. Following this it's the teachers decision if there needs to be more conversations or if a phone call home is also needed.

Some behaviours may require the reflection room straight away. These would be behaviours which put the student or others at harm (eg bullying, violence etc).

### **Secondary behaviours**

Sometimes students will distract from the primary behaviour. This may be answering back to staff, talking about how this person lets them or how that person gets away with it all. Always bring your conversation back to the original (primary) behaviour. You can deal with these secondary behaviours later in a follow-up or restorative conversation. Its important not to get away from talking about and dealing with the original behaviour.

## **7. Reflection Room**

The reflection room is important part of allowing the students to regulate their behaviour. This is not somewhere to keep students who are struggling to self-regulate so that the class can run more smoothly.

The reflection room is manned by a staff member who will come and get a student from the lesson when radioed. This has to be when a student has moved through all the steps of the classroom support plan.

The reflection room is then a space for the student to talk and regulate.

The aim is for the student to then be calm enough to return to their next lesson. A student should not be in the reflection room for more than a lesson unless they are unsafe to return to class.

The reflection room is not an area to go over what happened, this will be done by the teacher in a restorative conversation.

## 8. Scripts and Language

At New Direction we use positive language around the students and when talking about the students. We avoid using negative labels (eg difficult, naughty etc). We will talk about the student's behaviour rather than labelling the student (eg the behaviour you are showing is ... or ive noticed your ..... and that behaviour isn't .....).

We will use our school rules (Ready, Respectful and Safe) in all behaviour conversations.

Our behaviour conversations will follow this script:

# New Direction Behaviour Script

**Start:**

with Curiosity  
'Are you ok?'

(consider moving conversation out of the room if necessary).

**Behaviour:**

I noticed you are ... (Describe the behaviour).

**Rules:**

We have our school rules of Ready, Respectful and Safe and this behaviour is not ..... (pick the most appropriate rule)

**Reset:**

I need you to ..... (reset expectations clearly to the student)

Thank you.

(Then give the child some 'take up' time.)

**Ways you can alter the script**

Remind student of previous positive behaviour

Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ...

You may want to make an offer of more help/support

Offer help: 'What do you need most right now to help you get back to learning?' or just: 'How can I help now?'

## 9. Coaching

Coaching forms part of how we consistently help students to address their behaviour. Coaching forms a simple Check-in, Check-up and Check-out routine through the week. This will be done on a whole school level through morning tutor times which will be structured around coaching.

The aim of coaching is to provide a space for students to talk about what may have happened in the week, to share thoughts about behaviour and reset expectations. Through these sessions different routines and expectations will be talked about. This provides lots of opportunities for behaviour to be re-taught.

Students who consistently struggle with their behaviours will be arranged a short term coaching intervention. This will consist of three weekly sessions to talk about behaviour and have a more focused reset of behaviour/expectations.

## 10. Positive Noticing

At New Direction we encourage students and staff to notice the positives in others and to help them talk about this. We want students to recognise and thank others when they are helping to support or doing something positive. A positive noticing board in the common room is an area students and staff will record positive notes about others and place them there for people to read. There will be a week each year specifically focused on positive noticing.

Teachers will also give student postcards to bring home with positive feedback on them when a student has gone above and beyond what is expected of them. Staff may also call home to praise a student when they have gone above and beyond.

## 11. Uniform, Electronics, banned items and right to search

At New Direction we have a school and PE uniform that must be worn when at New Direction. We believe this is vital for all students as part of learning to be independent people ready for the world outside of school. It is also important in creating a community feel and keeping student safe.

Our uniform has been designed to meet the majority of sensory needs and consists of a polo top, a fleece, a jumper, and a coat. These are provided for by school. Student need to have black trousers/joggers/jodphurs and some outdoor boots/wellies as well as a change of black shoes/trainers for indoors.

The PE uniform is similar but adapted for physical activities and all students are required to change for PE.

No Electronic devices are allowed on site and must be handed in on arrival. They will be locked away until the end of the day. This includes phones, headphones, MP3 player, I pads, laptops and tablets. Refusal to hand these items in will result in students not being able to enter site and having to return home.

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

Knives and weapons.

- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.
  -

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- **E-cigarettes and vapes**
- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**
- **Energy drinks**
- **Mobile phones**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school’s Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

## 12. Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Whatsapp, Snapchat, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can happen to anyone, different types of bullying include:

- Bullying related to race, religion or culture.
  - Bullying related to SEND (Special Educational Needs or Disability).
  - Bullying related to appearance or physical/mental health conditions.
  - Bullying related to sexual orientation (homophobic bullying).
  - Bullying of young carers, pupil in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

Bullying is wrong and damages individual pupil. At New Direction we all work together to prevent any bullying, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to produce a safe and secure environment where all can learn without anxiety and to have a consistent school response to any bullying incidents that may occur, including cyber-bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

Types of Bullying 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

Any incidents of bullying will be dealt with by speaking to both the perpetrator and the victim. The victim need support and the perpetrator needs to understand that what they have done is bullying and how they can correct that behaviour. When appropriate we do like to get the victim and perpetrator together with staff to supervise a restorative conversation with the two. This is extremely sensitive and has to be done when the time is right for both parties. Parents will be spoken to about the incident too.

Incidents outside of school (online or travel) will be dealt with in the same manner. However we are limited in helping to manage beyond this as we aren't physically there to oversee it. These situations so we would be informing parents of any online bullying reported to us and encourage this to be dealt with by blocking others or reporting to the sites its occurred on.

### **13. Sexual Abuse**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

### **14. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products (including Vapes) to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

### **15. Exclusion**

Please refer to our exclusion policy for more details on exclusion. Exclusion is always a last resort and never used as a punishment. We will always look at other ways to resolve behaviour to try and prevent it from reaching a point of exclusion. However when behaviour becomes dangerous and we assess that it would be difficult to keep the student or others safe it may be something that has to be considered as per our exclusion policy.

## Appendix A - Banned Items list

The following items are specifically banned from being brought onto School. If a student is found in possession of any of these, then further actions will be required to be implemented. This could include sending a student home or even calling for Police support.

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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)

Alongside these, the following items are also specifically banned from the school:

- Chewing gum
- Phones and other personal electronic devices
- Vapes and electronic cigarettes
- Lighters
- Energy Drinks

If a student is suspected of carrying any of these items, the school reserves the right to conduct a search.

Schools can conduct a search with the students' permission (or appropriate adult if the student is deemed to not be competent – Gillick competency used as a base). Headteachers and staff authorised by them also have statutory powers to search without permission if a prohibited item is suspected.

The school also has the statutory power to confiscate any prohibited item found or any item considered harmful or detrimental to school discipline.

### Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also

acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Further advice and guidance can be found here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## Appendix B – Student code of Conduct

We are a community, and as a community, we all work together to ensure a positive, inclusive, and safe environment. To achieve this, we follow three core principles:

### READY

- Engage appropriately in all activities and follow instructions.
- Arrive on time for lessons and activities.
- Be prepared with everything needed for an activity (e.g., riding hat, correct footwear).
- Have a positive mindset focused on learning and growth.
- Demonstrate a willingness to engage with activities in a positive spirit.
- Use break and lunch times for eating, using the toilet, and preparing to return to learning.

### RESPECTFUL

- All students will hand in mobile phones on arrival; these will be kept safely and returned at the end of the day.
- Personal belongings not required for lessons or activities should be stored in lockers to avoid distractions.
- Everyone will listen respectfully to others' points of view without being critical.
- All members of the community will take pride in their appearance and behaviour, representing the school positively.

### SAFE

- No one will bring dangerous or prohibited items onto the school site.
- Students will be scanned on entry each day to ensure safety.
- Everyone on-site must wear the appropriate uniform, helping staff identify members of the school community.

For certain activities, specific clothing is essential to ensure safety. All community members will:

- Tie back long hair.
- Wear no jewellery except a wristwatch and one pair of stud earrings.
- Bring appropriate footwear for different activities: school shoes (indoors), study boots (outdoors), and trainers (PE).
- Wear riding hats at all times when near horses.

Other safety expectations:

- New Direction is a no-smoking site. No smoking or possession of smoking-related items (cigarettes, e-cigs, lighters) is permitted.
- Students must remain on-site and within designated school boundaries unless accompanied by a member of staff.
- Students must not enter animal areas (gates, fields, or stables) without staff supervision.
- Care must be taken around animals: no loud noises, no leaving equipment in unsafe areas, and no leaving doors or gates open.

### Acknowledgement

Please keep one copy for your records and return the signed copy below to confirm you have read and understood the Code of Conduct based on our principles of being Ready, Respectful, and Safe.



Student Name: .....

Date: .....

## Appendix C – Parental Code of Conduct

At New Direction Inclusive Education, we believe in a strong partnership between school and home. To foster a positive, respectful, and safe learning environment for all, we ask parents and carers to support the following Code of Conduct.

This document outlines expectations for communication, attendance, behaviour, and shared responsibilities, aligned with our core values: Ready, Respectful, and Safe.

### READY

- Ensure that your child attends school regularly and arrives on time.
- Notify the school as early as possible if your child is going to be absent, including reasons for absence.
- Support your child to be prepared for each school day with the correct equipment, attire, and a positive mindset.
- Encourage consistent routines at home to promote punctuality, readiness to learn, and engagement in school life.

### RESPECTFUL

- Communicate with school staff in a courteous, calm, and respectful manner, including in meetings, emails, and phone calls.
- Respect the professional expertise and decisions of school staff, while working collaboratively to support your child's progress.
- Address concerns through appropriate channels and in a constructive way.
- Model respectful behaviour for students by treating all members of the school community with dignity.

### SAFE

- Support the school's safeguarding and behaviour policies to ensure all students and staff feel safe.
- Uphold and reinforce school rules and behaviour expectations with your child at home in a positive and supportive manner.
- Inform the school of any changes that may impact your child's well-being, health, or ability to engage safely with school life.
- Help maintain a safe and secure school environment by following visitor policies and respecting school boundaries during visits.

### Acknowledgement

Please keep one copy for your records and return the signed copy below to confirm you have read and understood the Code of Conduct based on our principles of being Ready, Respectful, and Safe.

Name: .....

Date: .....