

Lift Schools documents

Behaviour Local Arrangements

Domain of application	Lift New Forest
Review cycle	Annual
Approved by	Karl Sampson, Regional Education Director
Date of last review	September 2025
Date of next review	September 2026

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Introduction

As part of Lift Schools, Lift New Forest follows the trust wide behaviour policy which in turn, follows the DfE guidance on behaviour in schools.

These local arrangements are designed to give more details about how the school will fulfil the trust wide policy and outline the school values, expectations, praise systems, response to poor behaviour and systems to address contributing factors eg. SEND needs.

School culture and values

This school is committed to the very highest standards of behaviour. It is relentless in our pursuit that no student's learning will ever be negatively impacted by the behaviour of others.

We intend all our students, regardless of background, to become brave, inquisitive and independent thinkers. We aim to challenge our students through a rich learning journey, and, as a result of an academic curriculum focused on depth of a wide body of knowledge and skills, as well as the wider curriculum experiences we offer, students are empowered to broaden their interests, develop their character and 'find their remarkable'.

It is every student's right to study in an environment that is calm, purposeful and orderly.

Where students are unable to adhere to these expectations, there will be both sanction and support. The school believes sanctions help students to understand that they have fallen below our expectations and it believes that with our support they will be able to better shape their future choices.

School expectations

At Lift New Forest we have high expectations of all students both in and outside of lessons.

- We ensure that children arrive at their lessons on time and ready to learn through Line-ups that take place at the start of Lesson 1 (8.40am). This allows us to set the standards for the day and prepare students for learning as soon as they enter the academy.
- Students need to walk calmly on the left hand side of corridors and stairwells in all lesson transitions
- When students arrive at their classroom they enter quietly and begin their 'Do Now' tasks immediately.
- Hands Up For Teacher Talk is commonplace in all areas of the academy. When a member of staff raises their hand students raise their hand in response and stop talking.
- Orderly Exits are expected at the end of every lesson. Students are asked to leave the classroom how they found it and wait to be dismissed by their teacher.
- All students are polite and respectful to all staff and visitors.
- Students take pride in their uniform and are equipped for all lessons as appropriate and this is reflected in the Remarkable Reward Card.
- Students must have the following equipment with them in all lessons:
 - Pencil case
 - Black pen
 - Purple pen (for corrections)
 - Pencil
 - Ruler (15cm or 30cm)

No mobile phones or devices are allowed to be used on the school site, please refer to the

 [NFA Yondr Mobile Phone Policy](#)

Promoting positive behaviour

At Lift New Forest we support our students to become positively ambitious and eager to learn. When we enter the school gates students strive to:

- Be kind
- Show determination
- Make good choices

Acts of kindness are commonplace in our academy. Students are determined to succeed and access the most ambitious futures available to them. Students understand that making good choices is part of our learning journey and students accept, reflect and learn from their decisions. Lift New Forest is a safe place to develop these habits.

THIS IS THE NEW FOREST WAY!

Recognition Cards

At the end of every lesson, teachers will award a recognition postcard to one student who has demonstrated one of the habits described in The New Forest Way. Teachers will put these postcards in a Year group recognition box in the academy foyer for all students to see, and then issue the cards and rewards to students in half termly reward assemblies. Students will also be awarded an R1 reward point for every recognition card they receive.

The Reward Card

We are aware that many of our students demonstrate exemplary behaviour every day, and we want to reward them for doing so. We have issued each student with a Remarkable Reward Card, which outlines some simple behaviours that we expect to see from all young people who attend the Academy and intends to reward students for showing the behaviours highlighted in The New Forest Way:

Firstly, The Remarkable Reward Card rewards behaviours of Being Kind, Showing determination and Making good choices.

Students that get 10 reward boxes initialed by teachers for being kind, showing determination and making good choices can take their card to their Head of Year to claim a reward and a new card to start collecting more rewards.

Secondly, The Remarkable Reward Card intends to uphold our high expectations of student behaviour throughout their day in their academy. Students are expected to exhibit the following behaviours and will receive a tick on their card if they don't:

- Bring their equipment to every lesson
- Walk calmly in the corridors
- Wear their shirts, skirts and ties correctly
- Avoid chewing gum or dropping litter

If a student does not meet any of these expectations, staff will remind them of these by simply ticking their reward card under the appropriate behaviour. If a student gets a negative tick they will be given a clean card on a Monday, which means they will lose any reward boxes that have been initialed and they will start collecting rewards again. If a student gets 3 ticks for the same negative behaviour they will have a 30 min detention on a Friday.

These systems allow us to reward those students who consistently meet our simple but high expectations of them.

Responding to poor behaviour

Teachers may employ a number of strategies in dealing with behaviour in lessons before the Consequence system is used. This is referred to as their 'toolbox' and is different for every teacher. If, however, the strategies prove insufficient in managing the behaviour, there are three steps to the Consequence system.

The Consequence System C1-C3 categories

C1 = Not following instructions and/or classroom/school rules: Verbal warning [1 point]

C2 = Repeated inappropriate or disruptive behaviour. Relocation internally within Learning Area relocation. Same day 30 min centralised detention in the Learning Zone after school, unless the C2 occurs during Period 5 when the detention will be set for the following day. [2 points]

C3 (On Call / Reflection Room Isolation) = Disruption of Learning area relocation lesson or refusal to leave the classroom at a staff member's request. 1 Full day in Reflection Room isolation with a 30 minute after school detention

Red Line 1: Vaping
Red Line 2: Damage
Red Line 3: Truancy

Please see the attached document to see how the consequences system is applied within lessons by teachers and support staff

☰ Consequence System

NB: Inadequate work or homework is dealt with through teachers and Heads of Department as a progress issue. Inappropriate uniform (including wrong uniform, extreme hair styles (and unnatural colours), excessive jewellery, more than one set of ear piercings, unnatural length acrylic nails and painted nails that are not of a natural colour) may result in an 'isolation' period until the issue can be rectified.

Detention referrals

If the half hour detention is unsuccessful or unattended, the student will complete an initial full day in Reflection Room isolation the following day and then complete another 30 minute centralised detention. Should a student fail to engage, they may be at risk of a fixed term suspension or permanent exclusion. Heads of Year are also a key line of support throughout the system, and teachers should seek advice and include them in restorative conversations as appropriate so that the issues are resolved as quickly as possible.

Report

There are three kinds of reports, which students carry with them or are computer based report depending on either the severity of the issue or the organisation of the student:

1. Green report (triggered by a student reaching 50 behaviour points) – A tutor report can also be issued for general concerns across multiple subjects
2. Amber report (triggered by a student reaching 75 behaviour points) – Head of Year. An amber report may also be issued if a student is exhibiting serious behavioural concerns throughout the academy.
3. Red report (triggered by a student reaching 100 behaviour points) – Assistant Vice Principal

Reports are completed by teachers every lesson and monitored by the members of the pastoral team at the end of each day. Students are accountable to tutors (green report), Head of Year (amber report) and Assistant Vice Principal (red report).

Targets and conditions while on report are agreed and parents are informed. Parents must follow their child's progress on a daily basis and sign and/or make comments at the end of each day.

Each report will have three targets. Failure to meet any of these targets will result in 5 minutes detention (per cross) with the tutor / HOY at the end of the day. Students must show their teacher / HOY their report at the end of each day and failure to do so will result in an after school DT the following day. If a student is worried they may lose their report, they can ask to leave it at school for safekeeping to be picked up the following morning if they prefer. If the student chooses to leave their report with a member of staff for safekeeping, then the relevant member of staff will phone home each day to discuss the report. If a student loses their report, they must inform the relevant member of staff as soon as possible. Losing a report will also result in an after school detention.

The Report System links into further measures if unsuccessful. Often this will be in the form of a Pupil Support Programme, Behaviour Contract or Success to Learning Plan with more focussed and specific targets and a long term aim/sanction. The Academy operates a graduated intervention based support system in line with suggested strategies from the local authority. This is displayed below and can also be found in student journals and on the academy website.

Students are also supported emotionally with a range of strategies to cater for their individual needs and preferences.

Actions are recorded such that all students have an evidence portfolio to show interventions and support that have been implemented by the Student Support and Development Team.

Supporting pupils to improve behaviour

Alongside the reward and consequence points and report card system there will be a tiered inclusion system of support in order for students to understand what support they will be accessing if their behaviour is not meeting academy expectations. The Inclusion behaviour Tier flow chart is below. Students are able to move back down to a lower tier when their behaviour improves.



Other strategies	We may also help pupils behave better through: • managed moves (<i>remember theses are permanent</i>) • alternative education • positive referrals • working with parents • Counselling • multi agency assessment.
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Reasonable adjustments and SEND

All pupils with SEND and additional needs that affect behaviour have special arrangements in place according to the SEND code of practice coordinated by the SENCo and pastoral team to ensure appropriate adjustment for their needs.

School contacts for behaviour

Role	Designated Person	Contact details
Principal	Rob Forder	rforder@newforestacademy.org
Senior leader responsible for behaviour	Lianne Jones	ljones@newforestacademy.org
Contact for day-to-day behaviour queries	Alisha Knight (HOY 7) Abbie Helhams (HOY 8) Ollie Dye (HOY 9) Nick Illingworth (HOY 10) Henry Benson (HOY 11)	aknight@newforestacademy.org anelhams@newforestacademy.org odye@newforestacademy.org nillingworth@newforestacademy.org hbenson@newforestacademy.org
Contact for detailed support on behaviour	Lianne Jones	ljones@newforestacademy.org
Designated safeguarding lead	Lianne Jones	ljones@newforestacademy.org
SENDCo	Natasha Orman	norman@newforestacademy.org
Designated mental health lead	Alex Martin	amartin@newforestacademy.org

