

Lift Schools documents

Behaviour Local Arrangements

Domain of application	Lift New Rickstones
Review cycle	Annual
Approved by	Johanna Thompson, Regional Education Director
Date of last review	September 2024 <i>Staff details updated June 2025</i>
Date of next review	September 2025

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Introduction

As part of Lift Schools, Lift New Rickstones 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

- Students are expected to engage in their learning in the classroom under the direction of the class teacher
- Students are expected to move around the Academy in a calm manner, walking to the left in corridors
- Students are expected to represent themselves as the Academy in the best possible manner when out of school
- All students are expected to be polite and treat everyone with respect

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- Students are expected to follow the uniform policy at all times. This includes travelling to and from school
- Students are expected to arrive at school and their lessons on time. Lateness to school and lessons may incur a sanction
- Students are expected to use online resources and social media appropriately. Poor conduct on social media or online will incur a sanction
- Mobile phones can be brought into the Academy but they should not be used during school hours. If they are seen or heard, they will be confiscated.

Promoting positive behaviour

Students are rewarded for positive behaviour, effort or work. These positive incidents result in positive achievement points. These are recorded in the Academy's management information system. The Academy's achievement point system enables students to collect achievement badges. There are three to collect (bronze, silver and gold) in years 7-9 and then four for years 10 and 11 combined. The badges are awarded at increments of 50 in years 7-9 (starting at 50) and 40 in Key Stage 4 (starting at 40). In addition to this class teachers and wider staff will offer verbal praise, congratulate and promote students for their politeness, manners, behaviour and/or work ethic.

Responding to poor behaviour

The Academy will respond to poor behaviour by:

- Removal from classrooms
- Detentions (these can be at social times or after school. No student can be exempt from after school detentions)
- Internal suspension for a whole school day, part of a school day or an extended school day
- Suspension from school
- Screening, searching and confiscation procedures (in line with relevant guidance)
- Positive handling

It is not possible to list or note all behaviour types and possible sanctions. However, the Academy uses a behaviour ladder ([linked here](#)) which outlines the usual response for specific behaviours. It is important to highlight that the behaviour ladder, as outlined, is not an exhaustive list.

Behaviour For Learning Procedure

At Lift New Rickstones we understand that students will need reminding and engaging from time to time in lessons. The class teachers will offer that support before moving onto formal warnings. If the class teacher's efforts to refocus the student are unsuccessful they will go through our warning process. This starts with a formal warning. If there is no improvement in the students' conduct they will then be issued with a final warning. If

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there is still no improvement the class teacher will remove the student from the lesson. At this point the student is collected by a member of staff and taken to the school's reset room. An appropriate sanction will be set and communicated via email to the students' parents.

Supporting pupils to improve behaviour

Behaviour for learning reports	A variety of reports which are monitored and reviewed by a member of staff in consultation with teachers and parents. These may be used when an improvement in students' attitude, behaviour, homework or organisational skills is required and where appropriate will focus on positive reinforcement
Attendance & punctuality report	To support students to improve attendance as a result of poor punctuality or unauthorised absence.
Individual behaviour plans	In more serious situations, the principal or another senior member of staff may ask for an individual support plan to be used.
Pastoral support plans	PSPs are for those students who: <ul style="list-style-type: none">• have had several suspensions or repeated removals from lessons• are at risk of permanent exclusion
Other strategies	We may also help pupils behave better through: <ul style="list-style-type: none">• managed moves (<i>remember theses are permanent</i>)• alternative education or off-site direction• 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
Regional Education Direction	Simon Cox	scox@liftschools.org
Senior leader responsible for behaviour	Habib Hussain	hhussain@newrickstonesacademy.org
Contact for day-to-day behaviour queries	Relevant Head of Year	Available on our website
Contact for detailed support on behaviour	Habib Hussain	hhussain@newrickstonesacademy.org
Designated safeguarding lead	Rachel Ferguson	hhussain@newrickstonesacademy.org
SENDCo	Zoe Cruci	zcruci@newrickstonesacademy.org
Designated mental health lead	Hannah Gracie	hgracie