



BEHAVIOUR POLICY

Y7 - Y11

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Statement of general principles

- 1 Alderbrook School aims to give every member of the school community the best and most appropriate opportunities to learn and develop. We recognise, however, that education is a collaborative and co-operative enterprise and that although we emphasise our role in meeting individual needs, those needs must be met within the shared community life of the school and within an atmosphere that is positive, supportive and conducive to learning.
- 2 The maintenance of a purposeful, positive learning environment is the most essential factor in the achievement of successful learning and teaching and is fundamental to our policy on discipline and behaviour. Any action, event or pattern of events which undermines the good order of the school community, also undermines the learning process and comes, therefore, within the scope of this policy. This includes not only events which occur in school but also those events which occur outside school or on the way to and from school, but whose origins and effects are felt within the school community.
- 3 The most important influences on students' values, attitudes and standards are those of family and home. We aim, therefore, to work in close partnership with parents / carers to encourage all students to develop a sense of responsibility, self-discipline, respect for themselves, for others and for their environment. These shared values should underpin all relationships between members of the school, both in and out of the classroom. They are explicit within the School Rules, the Code of Conduct and the Home School Agreement.
- 4 Whilst our aim is to encourage the development and exercise of self-discipline, we recognise that this can only be effectively achieved within a clear framework in which the boundaries of acceptable behaviour are both stated and understood; and in which staff respond promptly and appropriately to individuals who go beyond these boundaries. It is important, therefore, that our expectations of appropriate behaviour are widely shared and stressed, so that all individuals know what is expected of them and what behaviour is and is not acceptable.
- 5 We recognise that for a variety of reasons adolescents will, at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved. Wherever possible we will work in partnership with parents / carers and keep them informed. We will then react with the appropriate support, or sanction, or both, to meet the particular incident and the needs of the individuals involved. Strategies for support and sanctions are varied and well known across the school community to ensure that students do realise that each action, whether positive or negative, is attached with a consequence. Students are expected to adhere to the same rules set out in this policy when on school trips and off site events.
- 6 Learning to live as part of a community is a complex process for adults, so it is not surprising that students who are learning about relationships, friendship and themselves can become involved in bullying behaviour, whether as bullies, victims or both. We will take seriously all allegations of bullying, addressing as a priority the fears and concerns of the bullied. We will aim to prevent all further incidents between the same students and work to alter the perceptions, motives and actions of the bully. (The students themselves

have done a considerable amount of work on this issue through the School Council.

- 7 Where inappropriate behaviour involves serious physical aggression towards others, or involves the continual disruption of the learning of others, the school's response must take into account the safety and security of those others and their need for uninterrupted learning. If other measures have failed to persuade a child to remedy their misbehaviour, or if feelings are running very high, it may be necessary to exclude a child from school for a period of up to 5 days. Exclusion will usually be for a short period of time, to allow students time to reflect upon the causes and consequences of their actions, to allow parents / carers time to discuss appropriate responses and strategies with their child; to provide a "breathing space" for tempers to cool and for feelings to calm down; to give staff time to discuss appropriate behaviour and strategies with others involved and, not least, to act as an overt and public expression of the school's disapproval of the particular misbehaviour and a re-assertion of the school's values and standards. Before returning to school the student and parent/carer will meet a member of the Senior Leadership team and children will be offered support and possible counselling depending on the incident. If the parent/carer cannot attend the re-integration meeting, the student will study in the Student Support Centre (PSC) and a phased re-integration back into school will occur in order to prevent further exclusions. They will be reassured that the incident can now be put behind them if the misbehaviour is not repeated.
- 8 On very rare occasions, when repeated sanctions, counselling and support over a considerable period of time, have not resulted in improved, or co-operative behaviour and where misbehaviour is increasingly serious and detrimental to the learning of others and to good order in the school, a student may be permanently excluded from the school. Permanent exclusion will also result from a single serious incident of criminal behaviour, e.g. arson or attempted arson, serious assault on a student or member of staff, bringing a weapon, drugs or alcohol into school or taking possession of a weapon, drugs or alcohol within school.
- 9 The vast majority of our students behave well, enjoy school life and interact appropriately with others. It is fundamental to our approach to discipline to stress this positive behaviour and to encourage it by an appropriate and all-permeating reward system. This approach creates a positive and supportive ethos with an emphasis on success and achievement.

CODE OF CONDUCT

THE SCHOOL RULE

- 10 At all times we will show consideration, tolerance and respect for all members of the community and for our resources and environment.

Learning

- 11 Our aim is to develop independent learners with the capability and confidence to continue learning throughout their lives.
 - The right of others to learn and teach should be respected.
 - Students should engage enthusiastically in their learning.
 - Students should be actively involved in their own learning and assessment.
 - Students should take increasing responsibility for their own development as learners.

Appearance

- 12 We expect students to be of smart, clean appearance. They must wear the correct, clean and tidy uniform without deviations, alternatives or additions. The Headteacher will be the judge as to what is appropriate in matters of appearance.
- 12.1 Shoes should be black, clean and polished, and of a safe and sensible school shoe style, no trainers, boots or girls' mules to be worn.
 - 12.2 Outdoor coats should be smart, plain and dark in colour. Hoodies are not allowed in school.
 - 12.3 Hair should be clean and tidy and of a smart and professional nature. Extreme styles are not permitted and dyed hair should be in natural tones. Hair dressings should be plain black or purple. Obvious make-up is inappropriate and should not be worn. Nail varnish or extensions are not permitted.
 - 12.4 Skirts should be grey (years 7,8,9) or black (years 10,11), pleated with an Alderbrook 'A' (purchased from Early Years) and skirt length should be on the knee and not above. School trousers are available in two styles, normal fit and slimmer fit. No other type of trouser to be worn.
 - 12.5 Jewellery should not be worn, except for a plain modest stud per earlobe for students with pierced ears. No other body piercings are allowed. Lapel badges are not permitted apart from those issued by the school or recognised charity emblems at appropriate times, e.g. poppies.
 - 12.6 Blazers should be worn at all times by the students.
 - 12.7 Shirts/blouses should be tucked in at all times with the buttons completed and tie worn with 7 stripes visible.

Conduct

- 13 Students should behave sensibly and with consideration to others both around school and to and from school.
- 13.1 Students should place all litter into the bins provided.
 - 13.2 Chewing gum and fizzy drinks are not allowed to be brought into school.
 - 13.3 Students arriving before 8.15 a.m. may wait quietly in the Cartwright Dining Area or in the playgrounds.
 - 13.4 At breaks and lunchtimes only prefects are allowed into the building. If it is wet, or very icy, all students are allowed to use alternative wet weather rooms. They must behave responsibly.
 - 13.5 The Malley building main entrance is only for the use of visitors and staff.
 - 13.6 Students must use the main paths around school and must not cross the playing fields or walk on the grassed areas of the school. Car parks are not part of the play areas. There are designated areas for different age groups at break times.

- 13.7 Students should try to ensure that they use the toilets at break and lunchtimes and not during lessons. They should also use the water fountains to fill their water bottles at these times.
- 13.8 Students who leave a timetabled lesson, for any reason, should ensure that they have a signed planner, or dated permission slip from the class teacher.
- 13.9 Students are responsible for the care and safety of their own lockers and locker key. Lockers must not be shared.
- 13.10 Electronic devices, mobile phones, ipods, tablets, iPads, MP3 players, Smart Watches and other expensive items should not be brought into school. The school cannot be held responsible for loss or damage. If these items are in school they will be confiscated in the first instance. A debit will be issued for a second offence and parents / carers will have to collect the items on subsequent occasions.
- 13.11 Mobile phones are banned from school at all times. If students need to contact home this can be done via Pastoral or Pupil reception. Students are not permitted to contact home using mobile phones. If a student uses their phone to contact parents during the school day, they will be sanctioned appropriately.
- 13.12 If a student is caught using their mobile phone and refuses to comply with instruction, and they choose not to hand over the phone, they will be sanctioned appropriately. This may include an exclusion.
- 13.13 Any student using mobile devices to record other students or teachers in school will be referred to the Assistant Headteacher: Pastoral for appropriate sanctions which may include exclusion.
- 13.14 Students found to be making false or malicious allegations against staff will be referred to the Assistant Headteacher: Pastoral for appropriate sanctions which may include exclusion.
- 13.15 The spirit of joint enterprise will be employed by the School when a small group of students are not prepared to volunteer the name of the person in the group who is responsible for an incident. In such cases parents / carers will be notified and all students in the group will receive the same sanction.
- 13.16 Any student swearing at, verbally or physically abusing an adult employed, visiting or contracted by the school will be excluded for a minimum of one day.

Health and Safety

- 14 Students should behave with common sense and thought towards others, in order to avoid accidents and damage to their resources and environment.
 - 14.1 Students may not leave the school site during the school day. Staff and parents / carers must be aware of their whereabouts at all times. Students with external appointments must bring a written note dated and signed by parents, and must sign out at Student Reception.
 - 14.2 Inside the buildings, students must always walk. Students are expected to observe the one- way system in the Cartwright and Malley buildings at the change of lessons. Students should move quietly and quickly to lessons.

14.3 Playgrounds:

- a. The main drive and car park areas are not designated as playground space and students should avoid them.
- b. The area beside the sports hall is dangerous and is out of bounds. The area round the Sports Hall and Art block is out of bounds
- c. No footballs are allowed on the playgrounds. Ball games are only allowed on the fields during the summer months when the fields are not out of bounds, and on the tennis courts when they are open.
- d. Students who repeatedly defy instructions to remain in the safely designated areas of the school will be referred to Assistant Headteacher: Pastoral for appropriate sanctions which may include exclusion.

14.4 Long or Braided hair should be tied back when necessary for safety reasons.

14.5 Students must not bring any banned, dangerous or prohibited items into school, on any school trips or off site activities.

Banned items are:

- Aerosols
- Lighters
- Matches
- Laser pens
- E-cigarettes
- Mobile phones
- Acid or dangerous liquids
- Electrical devices
- Knives of any kind (examples: pen knives, Swiss army knives, kitchen knives) etc.
- Nor must they take possession of any such items whether they be from another student, or from the school's own stock of equipment and either use them, or threaten to use them as a weapon.

Prohibited items 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, or damage to the property of, any person (including the student)

14.6 We have a zero-tolerance policy towards weapons, alcohol and drugs. This is criminal behaviour and will normally result in a permanent exclusion from school and the police being contacted.

14.7 It is illegal to smoke anywhere on school premises, therefore smoking is strictly forbidden and cigarettes brought into school will be confiscated and sanctions will be

applied. This also applies to students who are with a smoker. Incidents of this nature may lead to a fixed term exclusion. This rule also applies to any electronic type of smoking apparatus.

- 14.8 For safety reasons, cyclists must walk along the drives when entering or leaving school.
- 14.9 Students regularly taking prescribed medicines should inform the Principal First Aider and Pastoral Managers in school. Please see the 'Care of Students with medical needs policy'. Students who suffer from asthma, nut or any other allergies should ensure that they carry treatment with them at all times. Please see the 'Asthma policy'.
- 14.10 If damage to resources, or to the building, results from inappropriate behaviour, the students responsible will be asked to cover the cost of repairs, or to make a substantial contribution towards those costs. Deliberate vandalism may result in criminal charges and the consequence of a fine

Confiscation of inappropriate items, screening and searching

- 15 From the Behaviour and discipline in schools, Jan 2016, there are two sets of legal provisions which enable school staff to confiscate items from students:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

ALDERBROOK SCHOOL - ANTI-BULLYING POLICY – What is bullying?

- 16 From the DfE Preventing and Tackling Bullying (October 2014)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurt another individual or group either physically or emotionally." Bullying can take many forms (for instance, cyber- bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. The school aims to:

- a. Listen carefully to and investigate all allegations of bullying.
- b. Support all children who have been the victims of bullying.

- c. Help children who have bullied to understand the effects of their action and behaviour on others and then to alter their behaviour by support structures.
- d. Contact and involve parents / carers at an early stage.
- e. Apply appropriate sanctions when necessary using a staged approach.
- f. Use peer group to actively discourage bullying and encourage disclosure.
- g. Ensure that the school curriculum, as delivered, actively discourages bullying behaviour.
- h. Help children to develop a positive self-image and positive strategies for coping.
- i. Record incidents in a consistent way that allows for monitoring of behaviour.
- j. Seek support from external agencies, such as the Educational Psychology Service or SISS SEMH team where appropriate.
- k. Form Tutors will monitor any reported bullying activity and advise students how to deal with bullying and of the support in place.
- l. Make students aware of cyber-bullying both by phone and computer. Education Act 2011 – Schools have powers to confiscate electronic devices from students including mobile phones to search for and if necessary delete inappropriate images or files if school feels that an offence may have been committed under the Malicious Communications Act 1988. It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender
- m. This Policy should be used in conjunction with the Schools Equality Policy

STRESSING THE POSITIVE: REWARDS

Achievement points

- 17 Staff give out achievement points to students for a variety of achievements, behaviours, or contribution to school, e.g. an excellent piece of work, exceptional effort, good social behaviour etc. The reward is always specific to the particular student, rewarding each individual according to their own particular efforts, strengths, or attempts to overcome weaknesses. Students can cash in their achievement points for a number of rewards/privileges.

Subject/Achievement point Certificates

- 18 Certificates for other achievements are also given by most faculties for a variety of reasons and activities. Staff aim to reward exceptional effort, sustained commitment and outstanding achievement.

Letters

- 19 At various times and for a variety of reasons, teaching staff and the Headteacher send formal letters home to congratulate students for particular effort or achievement, e.g. for selection in representing the county or country in a sport, for a special charitable fund-raising effort or for particularly excellent examination success.

Key Stage 3 Presentation Evening.

- 20 This is an annual event at the end of the summer term. Staff nominate individual students in Years 7, 8 and 9 for effort, commitment and achievement both in subject areas and for their contribution to the whole school community. Parents / carers are invited to attend.

The Headteacher and students give a report on the year's activities and listen to an address by the Chair of Governors.

Key Stage 4 Presentation Evening.

- 21 This is a more public occasion for the school to congratulate and reward individual students in Key Stage 4 for their efforts, contribution and achievement over the previous academic year. It is held early in the autumn term and is attended by nominated students from the previous and current Year11, their parents / carers and the governors. An invited guest speaker presents awards.

Awards Assemblies

- 22 Each year has an assembly in the week of their Presentation Evening where students who have been nominated by staff, but have not been selected for Presentation Evening receive certificates from the Assistant Headteacher.

Braids Assemblies

- 23 Each year in the Summer term assemblies will be held to celebrate the achievement of students in subjects across the curriculum where they will be presented with a braid from the Headteacher denoting the subject, which is to be sewn onto their blazer pocket in recognition of their excellence in this particular area.

The school aims to reward students for their constant hard work, community action and achievements.

STUDENT MISBEHAVIOUR - Sanctions and Support Strategies

- 24 The first action will usually be a one-to-one discussion between a member of staff and the erring student, unless doing so might lead to the suppression of evidence.
- 25 Students may be referred to the Curriculum Leader or Head of Year, depending upon the misdemeanour. More serious breaches of discipline may result in referral to the Assistant Headteacher: Pastoral, the Deputy Headteacher, the Headteacher, or a combination of these. The student's form tutor will be kept informed of incidents of misbehaviour resulting in the application of sanctions.
- 26 Parents / carers are always informed of misbehaviour resulting in the application of sanctions, such as detentions. Parents / carers are kept informed quickly and informally by using the student planner, or more formally by e-mail or letter. Where misbehaviour seems part of a pattern, or is of a serious nature, parents / carers are invited to school to discuss their child's progress and to explore common approaches and strategies. The school operates lunchtime detentions for students late to school and on behalf of subject teachers at their discretion such as teachers in subject areas who are busy after school with clubs. Generally a detention is 30 minutes after school. A Faculty or Pastoral detention is 60 minutes and a Leadership detention is 1 hour 30 minutes. There are also behaviour points attached to detentions . Parents / carers will be notified by e-mail and at least 24 hours notice will be given for any school detention.
- 27 With many incidents we must ensure that a thorough investigation takes place. This may take some time. We will acknowledge your communication and update you on progress at least weekly.

- 28 When considering a sanction the school tries, within certain boundaries, to be flexible, and take other factors into consideration i.e. medication, health related issues, behavioural disorders and syndromes, mental and social concerns and home circumstances. However, the health and safety of students and staff within the school is paramount.

Support Strategies

- a. The use of achievement points to improve behaviour
- b. One-to-one discussion and target setting with: [form tutor subject teacher /Curriculum Leader as appropriate, Head of Year/Pastoral Manager]
- c. Being issued with a Report Card. This to be signed by the member of staff at the end of every lesson, by the Head of Year/ form tutor/Pastoral Manager during the day and by a parent / carer each evening.
- d. Short term target setting
- e. Peer mediation
- f. Attendance at homework Club
- g. Attendance at "catch-up" subject sessions at the end of the school day
- h. Assign a student mentor Home visit and home-school liaison by the Education Welfare Officer.
- i. In-school support from the Learning Support Faculty
- j. Disapplication or modification of the National Curriculum to meet certain needs
- k. Referral to appropriate support including external agencies
- l. Referral to appropriate support including external agencies
- m. Placement in the Student Support Centre. This facility enables students to re-engage with the school's values and work ethic. The students are monitored closely for a period of 1 or 2 days or in some instances, up to 5 days with a possible period of gradual re-integration into the formal lesson structure. Each student if placed in the PSC will receive a choice of sandwich for lunch and the school day in the PSC will end at 3.35 pm.
- n. Managed Move. An agreed protocol with other local Headteachers to enable students a new start if the school feels they are in danger of permanent exclusion

Sanctions based on behaviour points

- 29 A staged approach of sanction which enables students to modify their behaviour before moving onto the next level i.e. warning – debit – intervention - detention – SSCO (Senior Staff Call Out). Behaviour points are associated with each sanction: A debit = 1 behaviour point , A detention = 2 behaviour points, Faculty Detention = 3 behaviour points, Leadership Detention = 4 behaviour points, Senior Staff Call Out = 5 behaviour points
- 30 How quickly a student accumulates behaviour points will also trigger earlier support and intervention, the form tutor and student planner can initially be used for communication between home and school. As a guide the following interventions will take place when a certain number of behaviour points is reached:
- a. 30 Behaviour points – Pastoral Manager makes contact with parents / carers to formally begin support process.
 - b. 45 Behaviour points – student and parent/carer meets the Pastoral Manager/ Head of Year/Achievement Co-ordinator to discuss extra support and intervention. Reward trips will now be conditional and the student goes onto the reserve list subject to sufficient remaining spaces.

- c. 60 Behaviour points – student and parent/carer meets the Assistant Headteacher to generate targets and support, discuss withdrawal of privileges and possible involvement of PSC. The managed move process is explained and offered to the student. The student is now disqualified from the reward trips.
- d. 75 Behaviour points – student and parent/carer meets a Senior Leader and a representative of the school’s Board of Governors. Receives official Governors warning and targets for improved behaviour. Managed move paperwork is facilitated in school. A threshold for a second governor warning will be set. If the threshold from the Governors meeting is exceeded a second Governor warning will follow and a final threshold will be set. When this threshold is exceeded a fixed term exclusion will follow. Poor attendance, and the Behaviour Point limits that are set above, can impact on invitations to events such as the Prom, trips and end of year reward trips. Where appropriate, teachers will apply reasonable adjustments in lessons. Self-help strategies will be promoted for students who start to incur high levels of behaviour points to encourage students to improve their own behaviour and attendance at school, so that any rewards are an achievable aspiration for all students.

Sharing sanctions

- 31 If sanctions are given to another student, we are obliged to keep this confidential, in line with the Data Protection Law. We appreciate that this can be frustrating to other parents / carers who may have an interest or want to be re-assured that appropriate actions have been carried out.
- 32 Other forms of sanction not linked to Behaviour points may include:
 - a. Verbal reprimand
 - b. Making an apology either written or verbal.
 - c. Setting extra work to help the student meet the required standard.
 - d. Communication with parents / carers - either written or verbal.
 - e. Community Service period after school or lunchtime: e.g. collecting litter, cleaning desks, removing graffiti, putting out or stacking chairs
 - f. Catch up session after school, break time, or lunchtime, in order to complete missing work or because of disruption or inattention in the lesson or for late arrival at lessons. Staff are required to supervise students during this period.
 - g. Loss of privilege such as rewards trip, e.g. students who have received an exclusion will immediately be disqualified from the reward trip. Also students who truant lessons or are similarly unable to be trusted, e.g. found in out of bounds area of school.
 - h. Deliberately and wilfully setting off fire alarms will be reported to the Police and Fire Services. This offence carries a fine of £40 for persons under the age of 16 and possibly a community sentence.
 - i. Being sent to the Curriculum Leader/ Head of Year/ Achievements Co-ordinator/Assistant Headteacher/Deputy Headteacher/Headteacher/School Governor, to explain behaviour.
 - j. Making a formal Contract of Good Behaviour with specific targets for the individual student
 - k. A short, fixed-term exclusion
 - l. Permanent exclusion