



Behaviour Policy

Author	A Thandi
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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 and the Code of Conduct (See Points 10-15).
- 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, based on 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 or praise. 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 victim. We will aim to prevent all further incidents between the same students and work to alter the perceptions, motives and actions of the perpetrator. The students themselves have done a

considerable amount of work on this issue and on being a bystander through the School Council, PSHE lessons, life ready days and targeted assemblies. The anti-bullying policy is found in this document – (see points 58-64).

- 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 well-being, safety and security of those others and the need for uninterrupted learning. If other measures have failed to persuade a student to remedy their misbehaviour, it may be necessary to exclude a student from school for a period, 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, ethos and standards. Before returning to school the student and parent/carer will meet to reflect on the student's behaviour with a member of the Senior Leadership team and the student will be offered support and possible intervention, from our external Practitioners, depending on the incident. If the parent/carer cannot attend the re-integration meeting, the student will study in the intervention room and a phased re-integration back into school will occur in order to prevent further exclusions. The student 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, interventions 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 or the Health and Safety of others and / or to the 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 misbehaviour, 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 other students to learn and for teachers to 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 and 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.
- 13 Shoes should be black, clean and polished, and of a safe and sensible school shoe style. Trainers, boots or sandals/mules may not be worn.
- 14 Outdoor coats should be smart and plain in colour. Hoodies are not allowed in school and will be confiscated.
- 15 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 nail extensions are not permitted. Students are at risk of missing their breaktime if they do not rectify their uniform.
- 16 Skirts should be grey (years 7,8,9) or black (years 10,11), pleated with an Alderbrook 'A' (purchased from one of our uniform stockists) and skirt length should be on the knee and not above. Full length school trousers are available in two styles, normal fit and slimmer fit. No other type of trouser may be worn.
- 17 Jewellery should not be worn, except for a single, 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.
- 18 Blazers should be worn at all times.
- 19 Shirts/blouses should be tucked in at all times with the buttons completed and clip on tie worn.

Conduct

- 20 Students should behave sensibly and with consideration to others both around school and to and from school.
- 21 Students should place all litter into the bins provided.
- 22 Chewing gum and fizzy drinks are not allowed to be brought into school.
- 23 Students arriving before 8.15 a.m. may wait quietly in the Cartwright Dining Area or in the playgrounds.
- 24 At breaks and lunchtimes only prefects are allowed into the building. If it is wet, or very icy, all students are allowed to use their allocated wet-weather rooms. They must behave responsibly and respectfully.
- 25 The Malley building main entrance is only for the use of visitors and staff.
- 26 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 and lunch times.

- 27 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 break and lunch times.
- 28 Students who leave a timetabled lesson, for any reason, should ensure that they have a signed planner from the class teacher. Students are expected to attend lessons and form time or assembly, during the school day. If we are alerted that a student has truanted lesson, form time or assembly and if the student cannot be located, the school may inform the parent/carer, so that they are alerted to the truancy and that their child may have left the school site. If the student's whereabouts remain unknown the school may call the police, to report a vulnerable student who may have left a place of safety. An appropriate sanction will be applied for the truancy.
- 29 Students are responsible for the care and safety of their own lockers and locker key.
- 30 Lockers must not be shared. Lockers are only for storage of items needed for school. Students bringing non-school items into school for sale or distribution to other students will be sanctioned appropriately, this may include exclusion.
- 31 Electronic devices, mobile phones, ipods, airpods, 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 all subsequent occasions.
- 32 Mobile phones are banned from school at all times. If students need to contact home this can be done via the Pastoral office or Pupil reception. Students are not permitted to contact home using mobile phones. If a student uses their phone to contact parents/carers during the school day, they will be sanctioned appropriately.
- 33 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.
- 34 Any student using mobile devices to record other students or teachers in school will be referred to the Assistant Headteacher: Pastoral or member of the Senior Leadership Team, for appropriate sanctions which may include exclusion.
- 35 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.
- 36 The spirit of joint enterprise will be employed by the School when any member of a small group of students is 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.
- 37 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

- 38 Students should behave with common sense and thought towards others, in order to avoid accidents and damage to their resources and environment.

- 39 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 Pupil Reception.
- 40 Inside the buildings, students must always walk. Students are expected to circulate safely in the Cartwright, Gibbons and Malley buildings at the change of lessons. Students should move quietly and quickly to lessons.

Playgrounds:

- 41 The main drive and car park areas are not designated as playground space and students should not use them during break and lunch times.
- 42 The area beside and behind the sports hall is dangerous and is out of bounds. The area between and behind the art and music blocks is out of bounds.
- 43 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 and supervised by staff.
- 44 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 losing their lunch and break times or, in repeated cases, exclusion.
- 45 Long or Braided hair should be tied back when necessary for safety reasons.
- 46 Students must not bring any banned, dangerous or prohibited items into school, on any school trips or off site activities.
- 47 The following are designated as Banned Items :
- Aerosols
 - Lighters
 - Matches
 - Laser pens
 - Cigarettes, e-cigarettes or vaping equipment
 - Mobile phones
 - Acid or dangerous liquids
 - Electrical devices
 - Knives of any kind (examples: pen knives, Swiss army knives, kitchen knives) etc.
- 48 Students must not 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.
- 49 The following are designated as Prohibited Items :
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes and vaping equipment

- fireworks
 - pornographic images
 - any other 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)
- 50 We have a zero-tolerance policy towards weapons, alcohol and drugs. This behaviour will normally result in a permanent exclusion from school and the police being contacted.
- 51 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.
- 52 For safety reasons, cyclists must wear helmets to and from school and walk along the drives when entering or leaving school. The cycling to school agreement may be withdrawn for students who cycle unsafely. If school are made aware of a student cycling dangerously, parents will be informed that their child will not be allowed to cycle to and from school or have their bike on school site.
- 53 Students regularly taking prescribed medicines should inform the First Aid coordinator 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 their prescribed treatment with them at all times. Please see the 'Asthma policy'.
- 54 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

- 55 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:
- 56 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.
- 57 Power to search without consent for suspected "prohibited items" including:
- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes and vaping equipment
 - 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

Bullying and Cyber-bullying

- 58 The DfE document, “Preventing and Tackling Bullying” (July 2017) defines bullying as: “behaviour by an individual or group, repeated over time, that intentionally hurt another individual or group either physically or emotionally.”
- 59 Bullying can take many forms (for instance, cyber-bullying via social media messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, faith, gender, sexual orientation, gender identity, 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.
- 60 The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- 61 On rare occasions we may take possession of a student’s mobile phone and delete anything we believe to be offensive and cause harm to others, including adults within the school. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.
- 62 The school aims to:
- Listen carefully to and investigate all allegations of bullying and cyber-bullying.
 - Support all students who have been the victims of bullying and cyber-bullying.
 - Help students who have bullied to understand the effects of their action and behaviour on others and then to alter their behaviour by support structures.
 - Contact and involve parents / carers at an early stage.
 - Apply appropriate sanctions when necessary using a staged approach.
 - Use peer group to actively discourage bullying and encourage disclosure.
 - Ensure that the school curriculum, as delivered, actively discourages bullying behaviour. Form time is an important place to discuss the part students can play to prevent bullying, including what to do when they find themselves as bystanders
 - Help students to develop a positive self-image and positive strategies for coping.
 - Record incidents in a consistent way that allows for monitoring of behaviour.
 - Seek support from external agencies if appropriate, such as the Educational Psychology Service, SISS, Solar, Children’s Service
 - Form Tutors will monitor any reported bullying activity and advise students how to deal with bullying and of the support in place.
 - Make students aware of cyber-bullying both by phone and computer.

- 63 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
- 64 This section on bullying should be used in conjunction with the School's Equality, E-Safety and Safeguarding & Child Protection Policy.

Peer on Peer abuse

- 65 We want everyone to feel included, respected and safe in our school. We will have a zero tolerance approach to sexual harassment and violence
- 66 Peer on peer abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 67 All behaviour of this nature must be reported to the DSL using the school protocol – Please refer to the Child Protection and Safeguarding policy.
- When incidents of this nature are reported, the alleged victim will immediately be reassured that they are being taken seriously and that they will be supported and kept safe. We will
 - Support the victim and alleged perpetrator

- Sign post student and family to local support
- Complete a thorough investigation
- Decide, if appropriate, to report to police or Children's Services
- Decide on support and consequences
- Discuss with parents/carers if we believe this will not put the students at risk of harm

Stressing the Positive: Rewards

Achievement points

- 68 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. Points and postcards can be awarded for demonstrating the Alderbrook School values of Ambition, Bravery and Kindness. 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

- 69 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

- 70 At various times and for a variety of reasons, teaching staff and the Headteacher will write articles for the newsletter or 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.

- 71 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.
- 72 The Headteacher and students give a report on the year's activities and listen to an address by various school leaders and the Chair of Governors.

Key Stage 4 Presentation Evening.

- 73 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

- 74 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 and Headteacher.

Braids Assemblies

- 75 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. Students will be selected to receive special braids where they have been nominated for consistently demonstrating the school values of ambition, bravery and kindness.
- 76 The school aims to reward students for their constant hard work, community action and achievements. A small number of prestigious Governor Award braids are given to students with the combined attributes of excellent attendance, behaviour and attitude to learning.

Student Misbehaviour - Sanctions and Support Strategies

- 77 The first action will usually be a one-to-one discussion between a member of staff and the student, unless doing so might lead to the suppression of evidence.
- 78 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.
- 79 Parents / carers are 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. 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 break and lunchtime detentions for students late to school. Some subject teachers hold break or lunchtime detentions at their discretion for example those 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 usually be given for any school detention.
- 80 With many incidents we must ensure that a thorough investigation takes place. This may take some time. We will acknowledge parental communication and where possible update parents on progress at least weekly.
- 81 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, SEND, behavioural disorders and syndromes, mental and social concerns and home circumstances. However, all members of the school community are supported to make good behaviour choices, and to accept responsibility for any poor behaviour choices, which may include sanctions. The health and safety of students and staff within the school is paramount.

Support Strategies

- 82 The school uses the following support strategies
- One-to-one discussion and target setting with: [form tutor subject teacher /Curriculum Leader as appropriate, Head of Year/Pastoral Manager]

- 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.
- Short term target setting
- Peer mediation
- Attendance at homework Club
- Attendance at "catch-up" subject sessions at the end of the school day
- Assign a home-school liaison by the Education Welfare Officer.
- In-school support from Student Development team and use of Study Hub.
- Disapplication or modification of the Curriculum to meet certain needs
- Referral to appropriate support including external agencies
- Placement in the intervention room. 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 with a possible period of gradual re-integration into the formal lesson structure. Each student if placed in the intervention room will be taken to lunch at 1pm and the school day will end at 3.35pm.
- Managed Move. An agreed protocol with other local Headteachers to enable students a new start if the parent / carer feels the student needs a fresh start or school feels they are in danger of permanent exclusion

Sanctions based on behaviour points

- 83 This involves a staged approach of sanction which enables students to modify their behaviour before moving onto the next level i.e. warning — debit > intervention > detention > Removal from a lesson. Behaviour points are associated with each sanction: A debit leads to 1 behaviour point, a detention to 2 behaviour points, Faculty Detention to 3 behaviour points, Leadership Detention to 4 behaviour points and Removal to 5 behaviour points
- 84 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. Please see Appendix 1 as a guide to the interventions that will take place when a certain number of behaviour points is reached:
- 85 Poor attendance, and the Behaviour Point limits that are set out in Appendix 1, 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

- 86 If sanctions are given to another student, we are obliged to keep this confidential, in line with the Data Protection Act. 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 applied.
- 87 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

88 Other forms of sanction not linked to Behaviour points may include:

- Verbal reprimand
- Making an apology either written or verbal.
- Setting extra work to help the student meet the required standard.
- Communication with parents / carers - either written or verbal.
- Community Service period after school or lunchtime: e.g. collecting litter, cleaning desks, removing graffiti, putting out or stacking chairs
- 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.
- Loss of privileges 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 to follow adult instructions, e.g. found in out of bounds area of school.
- Being sent to the Curriculum Leader/ Head of Year/Assistant Headteacher/Deputy Headteacher/Headteacher/School Governor, to explain behaviour.
- Making a formal Contract of Good Behaviour with specific targets for the individual student
- A short, fixed-term exclusion
- Permanent exclusion

Appendix A

Threshold	Behaviour Points	% of Student body	Actions/Interventions/Sanctions
T0	0-29	75%	None required - Excellent behaviour - Well done.
T1	30	13%	PM / HoY make contact with home to warn of escalating BPs. Formal support process begins as discussed with family Student goes onto reserve list for rewards trips.
T2	60	5%	Parent /carer and student meet with PM and HoY. Extra support and interventions required. Detail additional school and home support and sanctions. Student is disqualified from the reward trips. The student will take part in reflection and restoration activities during celebration events to ensure participation next year.
T3	90	3%	Parent /carer and student meet with Assistant Headteacher. Student is in the bottom 7% for poor behaviour. Specific referrals/support/interventions/sanctions required. Managed move process and alternative provisions are explained and offered to the student and family for their consideration.
Headteacher Warning	120	2%	Parent /carer and student meet with Headteacher. Headteacher warns this is the bottom 4% for poor behaviour. Specific referrals/support/interventions/sanctions assessed. Alternative provisions are discussed as the student is not being successful at Alderbrook and s/he is affecting the learning and behaviour of others.
Governor Warning	150	1%	Parent /carer and student meet with a Governor. Governor warns this is the bottom 2% for poor behaviour. Specific targets for success at Alderbrook are put in place. A series of behaviour thresholds are set that lead to exclusions.
Fixed term exclusions following Governor's warning - < 1%			