Alderbrook School | Alderbrook Sixth Form

Behaviour Policy

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1 Alderbrook School is an organisation in which every child is provided with a high quality, inclusive education in a safe, compassionate and inspiring environment. See **Appendix 1** for Alderbrook School's behaviour principles

2 Through consistent messages and high expectations of behaviour, students can learn and reach their full potential. We do this through our core values: Ambition, Bravery and Kindness.

3 This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

Legislation and Statutory requirements

4 This policy is based on advice from the Department for Education (DfE) and takes the following documents into account:

- Behaviour in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- KCSIE 2026
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- SEND code of practice.
- Suspension and permanent exclusion guidance

Definitions

5 This behaviour policy allows for students to be disciplined for misbehaviour or serious misbehaviour when:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school

6 Consequences may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

7 Misbehaviour can include, but is not limited to the following:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes. It can also include disruption before or after school.
- Lateness to a lesson which disrupts the learning environment

- Non-completion of classwork or homework
- Poor attitude to learning and the school community
- Incorrect uniform

8 Serious misbehaviour may include, but is not limited to the following:

- Repeated breaches of the school rules
- Any form of bullying (see point 18)
- Vandalism
- Theft
- Fighting or dangerous behaviour
- Swearing at, verbally or physically abusing an adult employed, visiting or contracted by the school
- Smoking or vaping
- Setting off the fire alarm deliberately without cause
- Racist, sexist, homophobic or discriminatory behaviour
- False or malicious allegations against staff members
- Sexual harassment or violence (see point 22)
- Possession of banned or prohibited items (see Appendix 5)

Roles and responsibilities

9 It is the responsibility of staff, students, parents, trustees, and the community as a whole to uphold and maintain our school values.

The Board of Trustees

10 The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher and senior leadership team

11 It is the duty of the headteacher and the SLT to:

- Ensure that the school environment encourages positive behaviour
- Monitor that the policy is implemented by staff consistently with all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offer appropriate training in behaviour management, and the impact of trauma and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensure this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary.

Staff

12 Staff need to have high expectations of all students, in terms of both achievement and behaviour. A core duty of every subject teacher is to take responsibility for the learning environment and the conduct of students within it (See Appendix 2 - Behaviour Procedure)

13 All staff are expected to:

- follow the Alderbrook lesson so students understand expectations.
- establish and maintain clear boundaries of acceptable pupil behaviour.
- implement the Behaviour Policy consistently.
- follow the Behaviour Procedure to support one another in ensuring behaviour and expectations are consistent.
- set an example to students by demonstrating the Alderbrook Values in their own behaviours
- recognise that good behaviour needs to be taught as much as academic content and that lapses in behaviour can be a learning opportunity for students.

Parents

14 Parents and carers, where possible, should:

- support their child in adhering to the school's behaviour policy
- provide direct practical support to ensure that the child abides by the rules for correct uniform, daily punctuality and conduct in and around school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with their child's year team promptly
- take part in any pastoral and intervention work following misbehaviour (for example:
- attending reviews of specific behaviour interventions, completing reflection sheets and monitoring reports)
- take part in the life of the school and its culture

15 The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Students

16 Students are expected to have a clear understanding of what it means to be an Alderbrook Student.(see Appendix 3)

17 Alderbrook Students should**:**

- wear the correct uniform at all times
- be prepared for learning by having the correct equipment and arrive to lessons on time
- walk to lessons around school calmly and in a self controlled way
- be kind and show respect to members of staff and each other.
- treat the school buildings and property with respect.

Bullying and Child on Child abuse

18 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

19 Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

20 Bullying can include the following

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, and gender identity)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting.
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

21 Please refer to Alderbrook Anti Bullying Policy 2025 for more details

Sexual Harassment and violence

22 The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

23 **Sexual violence** is defined as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

24 **Sexual harassment** is defined as unwanted conduct of a sexual nature such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Sending unwanted sexual comments and messages online (including on social media), sharing of nude or semi-nude images or videos, or sharing of unwanted explicit content

25 The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

26 All behaviour of this nature must be reported to the DSL. Please refer to the Child Protection and Safeguarding policy

27 Consequences for sexual harassment and violence may include suspension (formerly known as fixed term exclusion) or permanent exclusion

28 The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report

29 Where appropriate, the school will carry out risk assessments to help determine whether to:

- Manage the incident internally
- Refer to external agencies
- Refer to children's social care
- Report to the police

Rewards and consequences

Rewards

30 Alderbrook uses a range of rewards that encourage good behaviour, promote the core ABK values and create an environment conducive to learning. The currencies for most rewards are:

Achievement Points (credits) which can be awarded by all members of staff including Cover Supervisors and Non-Teaching members of staff. Students, parents and carers can see Achievement Point details using ClassCharts.

House Points may be awarded for Achievement, Extra Curricular and Community contributions.

31 An overview of the Reward System can be found in our Behaviour Procedures (Appendix 2).

32 Staff and departments may have their own rewards which sit outside the whole school initiatives and these add to the culture of celebrating success and rewarding excellent behaviour.

Consequences

33 Students should be aware of the consequences of misbehaviour or serious misbehaviour as defined in points 7 and 8. The school may use one or more of the following consequences:

- A verbal prompt/ reprimand
- Debits
- Confiscation of items
- Sending the student out of the class
- 1 to 1 conversation with the member of staff
- Expecting work to be completed at home, or at break times
- Detention at break or lunchtime, or after school
- Referring the student to Pastoral/ Year team
- Letters or phone calls home to parents

- Report card to monitor conduct in lesson
- Use of the reflection room (PSC)
- Suspension (fixed term exclusion)
- Permanent exclusion
- Referral to external agencies

Behaviour management

Student Support

34 The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. In this instance, reasonable adjustments will be made and taken into account when applying the Behaviour Policy.

35 The school's SENCO will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

36 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

37 When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

38 The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Use of reasonable force

39 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have the legal power to use reasonable force where it is necessary and proportionate to do so.

Staff may use reasonable force to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

40 Any application of reasonable force should:

- Only be used as a last resort
- Use the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

41 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN, mental health needs or medical conditions.

Searching Screening and Confiscation

42 The Headteacher and specifically authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for. These include:

- knives and other weapons;
- alcohol;
- illegal drugs (see procedure for investigation – Appendix 4)
- stolen items;
- 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 property of any person (including the pupil).
- tobacco and cigarette papers;
- vapes and e-cigarettes
- fireworks;
- pornographic images;
- any other prohibited article specified in regulations

43 Members of the Pastoral Team and Senior Leadership Team may use a handheld metal detecting device to scan students for any of these items if necessary.

Student transition

44 To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

45 All staff are provided with training on managing behaviour, including a trauma informed approach, as part of their induction process.

46 Behaviour management will also form part of continuing professional development.

Monitoring arrangements

47 This behaviour policy will be reviewed by the Board of Trustees annually.

Links with other policies

48 This behaviour policy is linked to the following policies:

- Exclusion policy
- Child protection and safeguarding policy
- Anti Bullying Policy
- Smartphone free school policy
- Uniform Policy

Appendix 1 - Behaviour Principles

The Restorative Approach

At Alderbrook, we have high expectations of our students. We encourage all young people to try their best to achieve their goals. They should understand that it is the responsibility of staff, students, parents, governors, and the community as a whole to uphold and maintain our school values. For occasions when this is proving not to be the case, we use restorative approaches to help all key stakeholders understand the impact of their actions and how to put it right. We believe that by using Restorative Practice we are giving students the skills to independently make better and more informed choices in the future.

Restorative approaches encourage us all to think about how our behaviour affects others. It helps us to develop respect, responsibility, truth telling and reflection.

If a student or member of staff in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has done something wrong they will be offered opportunities to put things right and change their behaviour so it does not happen again. If this does not happen, consequences will still be put in place.

The Restorative Approach allows ALL parties to have their say AND be listened to.

When our students find themselves in conflict or upset we will ask them:

- What happened? (Story Telling)
- Who has been affected by this? (Impact)
- What needs to happen now? (Solution Focus)

Most situations can be dealt with by working through these questions. The aim here is that everyone has a voice and the outcome is fair for everyone. If somebody is upset, we aim to help them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Building, Maintaining and Repairing

Building, Maintaining and repairing relationships are the fundamental aims of the Restorative Practice Framework and underpin the Restorative process.

- Building – The key to successful classroom management is the forging of positive relationships with students and teachers.
- Maintaining – Providing students with effective feedback to ensure a positive and productive working relationship.
- Repairing – Using elements of the Restorative Practice Framework to support the student and teacher to repair harm or conflict should it arise.

Appendix 2 - Behaviour Procedures

These procedures outline the standards of behaviour the school expects of its students. It is intended to support the aims of the school and promote a culture where students can realise their true potential. It is also designed to ensure that students have an opportunity for dialogue and to have their views heard.

It is based on the principle that we value every member of the school community. Learning and teaching are our core activities and as a result we insist on a constructive partnership between staff and students in which both can expect courtesy and respect.

The school community

In order to maintain positive relationships in the school community, there will be regular check ins for staff and students to discuss issues, find solutions and build social capital. Form tutors will hold a critical role for all students in meeting with them daily, and our ambition is that form tutors will act as trusted adults for their tutees. Form time will also be crucial to ensuring student voice is heard throughthe Alderbrook Parliament.

In lessons

A core function of every subject teacher is to take responsibility for the learning environment and the conduct of students within it. This will take into account many factors including, but not limited to:

- The condition of the classroom
- The layout of the classroom
- The start and end of the lesson – meet and greet/supervised departure
- The lesson plan
- The plan for more challenging students
- Effective feedback to engage and show progress
- Meaningful homework that enhances learning.

Behaviour steps – for conduct in lesson

- S1 – Formal Warning and / or Learning prompt (SEND Reasonable Adjustments)
- S2 – Change (1 behaviour point issued)
- S3 – Action (time out of classroom either for reset conversation / or to complete work in “parking”)
- S4 – Removal (2 behaviour points issued) – student removed from lesson and sent to PSC. When the student is removed, the PSC Manager/ Pastoral Manager will be immediately notified. This results in a sameday 30 minute detention after school.

If a student’s behaviour does not meet our expectations the student will be given a verbal warning or learning prompt **(S1).**

If the student’s behaviour continues to not meet expectations, the member of staff will respond with a “Change” **(S2);** This will result in a behaviour point being issued. The Change could also mean that the student is moved to another seat in the classroom to help avoid distractions.

If the student’s behaviour continues not to meet expectations, the member of staff will **(S3):**

- Student is asked to stand outside the room until the teacher is ready to speak to them in private. The time outside will be as short as possible and the student will not be left

for the remainder of the lesson. Once the teacher has spoken to the student, they may be able to return to the classroom.

- Student is parked in another lesson in the department for the remainder of the lesson.

If the student's behaviour does not improve immediately after this they will be asked to leave the lesson and go to the Pastoral Support Centre (PSC). This is a Removal **(S4)** and will result in a same-day detention after school for 30 minutes. Pupils should be sent with their work.

Staff reserve the right to remove the student from the room immediately, without following the above system, if a student's behaviour causes major disruption to the lesson. This will also result in a same-day detention after school.

Parents will be contacted immediately to inform them that a student has been sent to the PSC and the member of staff who reported the incident will contact them.

If a student is sent to the PSC

When the student arrives at the PSC, they will be checked in by PSC manager and will be given work to complete. The Pastoral Manager will also endeavour to speak to them about what happened. If the student is able to return to their lessons later that day, they will spend the remainder of the lesson in the PSC, completing any work set. They will be entered for an after-school detention on the same day and parents will be contacted. If a student is not ready to return to the classroom, or if they are removed from a second lesson, they will spend the remainder of the day in the PSC. The PSC Manager will inform the Pastoral Team (including attendance) that this is the case. This will allow pastoral staff to assess needs and put into action any further support needed.

The member of staff who sent the student to the PSC will meet with the student at the end of the day for a restorative conversation where they will discuss their actions, their impact and what needs to change. An agreement will be reached between the member of staff and student. The member of staff will then call home to inform parents of the outcome. To allow this to take place and for students to sit their detention students sent to the PSC will be required to remain in school until 3.30pm that day. Parents will be contacted to inform them of this as soon as they are removed from a lesson. If a student is removed from a Period 4b or Period 5 lesson, the student will be asked to sit the detention the following day. If a student does not meet expectations to return to lessons once in the PSC, they will be asked to work in the PSC for the remainder of the school day and an action plan will be agreed for next steps.

If a student refuses to go to the PSC when asked, they will be entered for an after-school detention on the same day that will run until 4.00pm. If a student is removed from 2 lessons in a day, their detention will run until 4.00pm.

If a student fails to attend a detention on the day it is set, they will be entered for an after-school detention that will run until 4.00pm the following day.

NB: Senior staff will run the after-school detention daily in the PSC. They will be on hand to support with restorative conversations.

The above procedure is to address behaviour that does not meet our expectations in lessons. It will also be used if a student truants a lesson (the student will have a same-day detention until 4pm).

Detentions

Individual teachers and faculties will continue to issue consequences for incomplete or inadequate work, in and out of the classroom. E.g. teacher, subject or faculty detentions.

There are therefore two types of detention that can be issued due to lessons:

1. Same day after-school behaviour detention (30 mins or 1 hour in the PSC)- for conduct in lesson.
2. Teacher/Subject/Faculty detention run in faculty areas- for incomplete classwork or homework or persistent lateness to lessons.

If a student is issued a behaviour detention on the same day as this detention, the behaviour detention takes precedence and the subject detention will, if possible, be rearranged.

Out of Class Conduct

Our school values of ambition, bravery and kindness are crucial throughout the school site. Students are expected to carry planners at all times.

Student can also earn positive House Points for Community, Achievement and Extra Curricular.

If students are seen going above and beyond in meeting the school values, they will be issued with positive conduct points, recorded in their planner and issued by a member of staff or the student's tutor.

Tutors will monitor the students' conduct around the school, and issue rewards, interventions and consequences as necessary.

Lateness

Pastoral Managers will monitor punctuality to school and lessons. PMs will issue break and lunchtime detentions to any student who is late to school or to lessons without a valid reason (2 bells will sound before each lesson, 5 minutes apart – if a student is not in class and ready to learn by the second bell, this will be deemed as late). Teachers will enter the 'minutes late' on their register.

Equipment and Uniform

Students must ensure that they bring required equipment and that they wear correct uniform. A conduct point will be issued if a student does not have the required equipment for any lesson, including PE kit, or if uniform is incorrect. In all lessons, students should have a black or blue inked pen, a green pen, a pencil, a ruler and a scientific calculator.

Student uniform is checked daily by subject teachers and form tutors. At the start of each day, pupils are sent to CHL to correct / borrow missing uniform. This information is logged and parents are informed. Students are reminded throughout the day of uniform expectations. If students are unable to correct their uniform on the spot, Pastoral are made aware and will provide appropriate support (see table below for summary). The detailed uniform policy can be found on the school website.

Defiance

If a student refuses a staff instruction the member of staff will explain that they will therefore be required to remain in school until 4.00pm on the day to complete a same-day behaviour detention in the PSC.

Mobile Phones (Headphones are subject to the same rules as Mobile Phones)

Alderbrook School is a Mobile Phone free site at all times of the school day. Students in the Sixth Form are able to use their phones in the Sixth form area only.

If a student is seen or heard with a mobile phone or electronic device, the item will be confiscated and handed into pastoral with no argument. PMs will monitor confiscations, speak to students and get parents to collect the mobile on the third and subsequent occasions.

1st Offence – Phone confiscated. Student will receive a debit; parents will be notified.

2nd Offence – Phone confiscated. Student will have a 30-minute detention after school, parents notified.

3rd Offence – Phone confiscated. Student will have a 60-minute detention after school. Parents will have to collect the phone from Pupil Reception at the end of the school day.

4th Offence - Phone confiscated. Student will have a day in our Reflection Room. Parents will have to collect the phone from Pupil Reception after having a meeting with a member of the Pastoral Team.

Truancy

Missing form or lessons will result in a same-day detention in the PSC until 4pm (unless Period 4b or 5). Pastoral Managers will monitor this and notify students/parents of the detention.

Restorative Conversations

The restorative conversation is the most important part of any consequence put in place at Alderbrook. It provides an opportunity for those involved (staff – student / student – student) to begin to rebuild the relationship and for each person to express their own perspective and feelings about the incident. Any consequence undertaken must involve this conversation at some point (not always at the same time) and must be discussed with parents / carers in a follow up telephone call.

The conversation is not to be used as another opportunity to admonish students – that will already have been done via check in to the PSC and through their time there. The focus of this conversation must always be about moving on and should involve the setting of targets to determine “what next?”

Restorative conversations should always:

- Help the student(s) reflect on their behaviour
- Be based on the use of restorative practice (What? So What? Now what?)
- Move the student(s) on from that behaviour

STEP 1: WHAT HAPPENED? • Why do you think you were sent to the PSC? • What had happened in the lead up to that point? • How were you feeling before this happened? • Do you feel like anyone / anything provoked you before this happened? • How does this break the school's values?
STEP 2: WHAT WAS THE IMPACT? • How did you feel as the incident happened? • How did you feel as I spoke to you about the incident? • How did your behaviour change the atmosphere in the room? • What impact did your behaviour have on other people in the room? • How do you think X felt when this happened? • How do you think this impacted on me? • Who else is this going to impact on? At home? Your friends? How will they feel?
STEP 3: HOW DO WE MOVE ON FROM THIS? • How do you think we can rebuild our relationship now? • How can I / you make things better when you are back in lessons? • What is that going to look like? • How will I see things being done differently?

Rewards

Alderbrook uses a range of rewards to support the building of an ethos that promotes and encourages good behaviour and creates an environment conducive to learning. Rewards will be based on

- How can we support you when you are back in lessons on a daily, weekly and termly basis?
- What needs to happen to put this right?

How are you going to feel when you are acting in this way? Why is that better?

Achievement Points are used to reward students for producing quality work in line with their ability, their level of effort and their progress.

House Points are also awarded for activities and actions that:

- Contribute positively to aspects of school life as underpinned by the school values.
- Promote healthy lifestyles
- Help other students or members of the school community.

Achievement Points are awarded by staff via Class Charts. Students can cash in their achievement points for a number of rewards/privileges.

Postcards are used to reward high quality work, effort and progress. Postcards are available from subject leaders and should either be passed directly to the student or sent home via the school office.

Well Done Wednesday phone call home

Additional Rewards may include

- Verbal praise
- Attendance certificates/ prizes
- Termly awards assemblies.
- ClassCharts shop where students can buy: stationery, treats from the canteen, skip the dinner queue and many more.
- End of term celebrations
- Key Stage 3, 4 and 5 Presentation Evenings.
- Positions of responsibility
- Alderbrook Subject and Values braids
- Student of the month – form time nominations for Ambition, Bravery and Kindness
- Award of a Leadership Braids

Appendix 3 - Behaviour Curriculum

Our school is an organisation in which every child is provided with a high quality, inclusive education in a safe, compassionate and inspiring environment. We do this by developing:

Ambition – students are given the tools to prepare for their future and be the best that they can be.
Bravery – we promote bravery so that all members of our community take every opportunity to meet their potential
Kindness - we are inclusive, caring and kind to all members of the school community.

What it means to be an Alderbrook Student

An Alderbrook Student carries our ethos both in school and in the community. When you wear our uniform, you embrace our three key values of Ambition, Bravery and Kindness.

AMBITION		
I wear my uniform correctly at all times	because	It shows I take pride in my appearance and recognise I am working in a professional, formal environment.
I make sure I am fully prepared for the day ahead by having the correct equipment, completing homework and using ClassCharts effectively	because	These good habits will maximise my learning time and minimise conversations about not meeting expectations.
I walk to lessons calmly and arrive on time ready to learn	because	I value my education and want to make the opportunity to learn. I do not want to disrupt others' learning.
BRAVERY		
I do not encourage bullying by being a bystander and report incidents of bullying	because	Nobody should feel scared or uncomfortable in our school community.
I am aware of what is happening around me and will speak out about things that are not right/ follow the school's behaviour policy	because	We all have a responsibility to make sure everybody is valued, feels safe at school and has a positive experience.
I take part in extra curricular activities or responsibilities in the school	because	I understand the importance in challenging myself and learning new skills
KINDNESS		
I am kind to others, polite and respectful to all and respect the school's policy on Equal Opportunities	because	Everybody has the right to feel valued, confident and safe
I treat the school buildings and school property with respect. I place all rubbish in the bins and encourage others to do the same	because	It shows I take pride and care in being an Alderbrook Student- I understand the importance of a clean/ safe environment for all.
I am respectful to all	because	Everyone deserves to be treated with respect when they come to work

Appendix 4 – Banned and Prohibited Items

Banned or prohibited items include**:**

- Aerosols
- Lighters
- Matches
- Laser pens
- Cigarettes, e-cigarettes or vaping equipment
- Mobile phones, Airpods and Smart watches
- Acid or dangerous liquids
- Electrical devices
- Knives of any kind
- 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 students)

Any prohibited items listed above that are found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Procedure for dealing with a drug related incident:

- Any student who is suspected of having used or being in possession of any substance will be isolated and questioned in the presence of an adult witness.
- All discussions MUST be recorded in writing and the student will be asked to write a 'student statement'.
- Any illegal substance confiscated must be locked away. It May be passed to the Police or destroyed. If the school is asked to destroy this, then this must be done with a witness present and the facts recorded.
- The school reserves the right to ask a student to empty bags, pockets or lockers where there is suspicion that the student has a drug in his/her possession. Such searching will be carried out by 2 members of staff of the opposite sex with at least one from the Senior Leadership Team. Where possible an attempt will be made to contact parents prior to such a search taking place.