



Alderman White School

A member of The White Hills Park Trust

Behaviour Policy

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Date effective from	01/09/2022
Next review date	September 2023
Ratified on behalf of Governing Body by:	Clare Goodyear

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1 Introduction

1.1 Statement of Principle:

All students at Alderman White School are entitled to a safe, secure environment and ethos conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way.

This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations. Please note that Alderman White School reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our students, staff and community.

Staff, students and parents should be clear of the high standards of behaviour expected of students at all times, as detailed in this behaviour policy.

1.2 Roles and responsibilities

The Headteacher and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures and all staff are responsible for ensuring the policy is adhered to and consistently applied. The Deputy Headteacher leads on behaviour at Alderman White School and should be the main contact for any questions, feedback or concerns.

Staff have a responsibility, with the support of the Headteacher, for creating a safe and secure learning environment with students and staff safety at the forefront.

Parents and carers are expected to take full responsibility for the conduct and behaviour of their child/children both inside and outside of the school. It is important that parents understand the expectations of their child and support the school in reinforcing these expectations. When a child starts at Alderman White School, parents are agreeing to support the school in reinforcing the expectations outlined in this policy.

Students are also expected to adhere to the behaviour policy and demonstrate excellent behaviour at all times. Students will be reminded regularly about the expectations outlined in this policy.

1.4 Policy Aim

Our main aim is to provide a safe and secure learning environment where teachers can teach effectively and students are able to learn. This policy will outline how we will achieve these aims.

This policy will identify behaviour expectations in relation to:

1. all students working on the school site
2. students accessing school remotely from home

1.5 DFE Behaviour guidance

This policy has been created with reference to the following Department for Education guidance:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

2. Supporting students

Children and young people may experience a wide range of difficulties which can impact upon their behaviour in school. Our behaviour policy has been written in conjunction with our Child Protection policy with the safety of children and young people at the forefront of decision making. There is a range of support that they can access and we encourage them to talk to their parents initially but also the following staff in school:

- Tutor
- Progress Leader
- Mrs Hodgkinson: Designated safeguarding Lead
- Ms Owens: Deputy Designated Safeguarding Lead
- Any member of SLT

Concerns can be reported using the following email address:

Studentsupport@aldermanwhite.school

Students are also encouraged to use the SHARP system to seek support or report concerns regarding themselves or a peer.

3. Code of conduct – Rules and Expectations

Our INSPIRE values are central to our school community and determine our expectations and rules. Our expectations enable students to develop and demonstrate integrity, nurture, perseverance, innovation, responsibility and engagement, and to experience success.

We have high expectations of all of our students as we believe good behaviour supports a culture of learning where all can reach their potential.

All students and staff are expected to follow the general rules set out by the school. This relates to normal school opening and during partial school closure, quarantine or self-isolation during the COVID-19 pandemic.

3.1 Uniform

Students must wear the school uniform in full. Students must therefore wear the following:

- Black leather shoes
- Black school trousers or knee length skirt
- White school shirt which buttons to the collar
- Plain black school jumper (or black jumper with school logo)
- School blazer
- School tie
- Black, tailored, knee length shorts may be worn in the summer and autumn term

In the event that a student wears an item that is not permitted as part of the school uniform, we will endeavour to organise for the item to be removed and replaced with a permitted item. Parents may be contacted to support their child in ensuring they have the correct uniform on the day. The item will be confiscated and collected at the end of the day. Where a child wears uniform that is not a part of the uniform, they will not be allowed to join any lessons until the uniform issue is rectified. Repeated failure to follow school uniform rules, may result in additional sanctions including Internal Exclusion.

3.2 Jewellery

The jewellery policy outlines what jewellery students are allowed to wear to school each day. The policy has been amended for the start of this academic year and will be reviewed after the first half term (October 2022).

A summary of the policy is below:

- We discourage students from wearing jewellery in school, especially items of financial or sentimental value that cannot be replaced. School cannot take responsibility or liability for any items of jewellery brought to school and time cannot be spent searching for items that have gone missing.
- Students will be required to remove all jewellery for PE lessons in line with guidance. This will need to be left in the student's bag or locker, and we strongly advise that jewellery is not worn on days when students have PE. Students may be required to remove some or all jewellery for other practical lessons and activities in line with health and safety guidance.
- Students may wear a maximum of:
 - 2 small stud or plain sleeper earrings in each ear
 - One small plain ring on each hand
 - One thin bracelet or band
 - One small pin badge on their blazer that is in keeping with our school values
 - A thin necklace or chain may be worn for religious or sentimental reasons under the school shirt but this should not be seen in school.
 - Students may wear a clear plastic piercing retainer in the side of one nostril. Students may not wear any other piercings, and facial piercings are not allowed in school.
 - An analogue or digital watch may be worn. Smart watches and other electronic devices (fitbits etc) must not be seen or heard in school.

- All jewellery must be in keeping with the school values and ethos.
- While there are no legal age limits for piercings in England, most reputable piercers will have age limits and requirements for parental permission. We strongly discourage students from having body, tongue and mouth piercings while they are still at school. Any piercings other than those described above may not be worn in school. Any student arriving at school with a piercing that does not comply with our policy will be isolated until the piercing has been removed. This rule applies until the end of Year 11. If you are in any doubt about what will or will not be allowed, we suggest discussing it with a member of staff before having the piercing.

Students who do not meet our expectations regarding jewellery will be asked to remove the item and will be issued with a Reflection at the end of the school day.

3.3 Expectations

Students are expected to:

- come to school and lessons ready to learn by being on time and having the correct equipment (responsibility)
- Treat other students, staff, visitors with respect (nurture)
- Follow our “no physical contact” rule (nurture)
- use polite language and cooperate with others (nurture)
- listen carefully and work to the best of their ability (responsibility)
- follow instructions first time (responsibility)
- move around the school sensibly and care for our school environment (nurture)
- make sure IPODs, MP3 players, mobile phones or similar electronic devices and personal headphones are not seen or heard on the school premises *unless for a specific educational activity directed by the teacher* (responsibility)
- aim to ‘self-regulate’ their own behaviour (responsibility?)
- tell the truth (integrity)

3.3 Classroom Expectations

- These are based on our expectations of student behaviour and displayed as a poster in every classroom. See Appendix 1.

3.4 Online live lessons

During a partial or full school closure or if students are isolating at home, it may be necessary for teachers to hold live online lessons using Microsoft Teams. We will have the same high expectations of students during these lessons as we would expect in school.

Lessons will be held in line with the WHP Trust Online Live Lesson policy (April 2020). Behaviour expectations will be reiterated to students at the beginning of the lesson and will be reinforced throughout the lesson.

Where a student records a member of staff teaching a live online lesson without prior knowledge, this will be deemed as a serious breach of the behaviour policy and will be sanctioned as such.

3.5 Bullying

We take a zero tolerance approach to any form of bullying or discrimination towards others. Where bullying occurs, we will sanction in line with our behaviour policy and provide support to all involved.

4 Promoting good behaviour

We expect our staff to promote good behaviour within their own classroom and around the school site. As such staff will:

- Act as a role model for the behaviours we expect to see
- Plan for to support students in behaving well
- Not be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- Recognise that success in managing behaviour should not be judged by the absence of problems but how we deal with them

Adults should avoid:

- Humiliating – it breeds resentment
- Shouting – it weakens your status
- Over-reacting – the problems will grow
- Blanket punishments – the innocent doesn't deserve them
- Over punishing – it reduces options later
- Jumping to conclusions – avoid punishing what you can't prove
- blocking a student's exit

Adults should:

- Keep calm – it uses high status and reduces tension
- Listen – it earns respect
- Use first names
- Praise good behaviour
- Be consistent and fair
- Use the minimum sanction necessary to achieve your desired outcome
- Use humour appropriately – it builds bridges
- Seek support of others using the behaviour policy

4.1 Supporting students in understanding expectations of behaviour

We will ensure that students understand our expectations of behaviour. Assemblies and our tutor programme will teach students how they are expected to behave in lessons and around the school site. We will also display reminders of our expectations in visible locations so that students can refer to them easily.

Where there are low level behaviour incidents, staff will always warn the student that their behaviour does not meet expectation and explain how they can improve it before they issue a sanction.

When a student does not meet expectation, they will reflect on the behaviour, how it has impacted on others and steps they can take to improve behaviour in the future. They will hold a conversation with an adult to discuss these areas to help them to adapt their behaviour so that it does not continue or escalate.

We will recognise and celebrate behaviour that meets our expectations through verbal feedback, recognition events and parental engagement. This will help promote our expectations and maintain a positive focus on behaviour.

Where a student has a specific SEND need, the SENDCO may decide that additional support may be required in order to teach them about behaviour expectations. Reasonable adjustments may be made where appropriate.

4.2 Supporting staff in promoting good behaviour

We recognise that an effective approach to behaviour requires all staff to challenge and uphold expectations consistently in all areas of the school. As such, CPD will be delivered regularly to ensure that staff understand the expectations we have of students and are confident in using a range of strategies to promote good behaviour.

Staff are supported by their Curriculum Leader (or Line Manager), Progress Leaders for each year group and SLT if the behaviour of a student does not meet our expectations. Staff must use the reporting systems so that swift action can be taken to prevent their behaviour from continuing or escalating and to allow for patterns of behaviour to be monitored and further actions to be taken if required.

5 Recognition

We believe that students thrive in a positive environment where effort is routinely recognised. We want young people to feel proud of their achievements and we recognise our students in a number of ways. Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement.

5.1 Inspire points:

We will recognise and reward students who demonstrate excellence in relation to the values of the school.

Rewards known as 'INSPIRE Points' are awarded by subject teachers in each lesson for:

- Integrity
- Nurture
- Success
- Perseverance
- Innovation
- Responsibility
- Engagement

INSPIRE points will also be awarded for actions during social times and enrichment activities.

Recognition of excellence or progress is important. We will recognise the success of each child and will communicate these successes to parents through the My Child At School App, phone calls home, email and text messages. INSPIRE points are recorded on BROMCOM by teachers so parents can track points awarded to their child.

We will recognise children who reach the following thresholds for INSPIRE points:

Bronze Award = 50 INSPIRE points

Silver Award = 100 INSPIRE points

Gold Award = 150 INSPIRE points

Platinum Award = 200+ INSPIRE points

Students will receive certification of their achievements via a postcard or certificate which will be sent home to parents.

5.2 Recognition events

We will hold the following events to recognise excellence in school and demonstrate a commitment to our values:

5.2.1 Year Assemblies

"INSPIRE Points" will be recorded and assemblies will be delivered to recognise students' achievements.

At the end of each term, individual subject awards will recognise students who have achieved

5.2.2 Graduation Awards Evening

Alderman White School will hold an annual awards ceremony where students will be recognised within school.

6 Behaviour System

Classroom teachers and tutors deal with most incidents of poor behaviour such as those identified below:

- uniform issues
- lack of equipment
- homework
- low level disruption
- poor work rate
- lateness
- chewing, eating
- jewellery
- being seen with an IPODs, MP3 players, mobile phones or similar electronic device or personal headphones *unless for a specific educational activity directed by the teacher*
- inappropriate behaviour outside the classroom, non-attendance to lessons
- confiscation of any item that is prohibited (including mobile phones). *Students will collect at the end of the day. Repeat offenders will be sanctioned appropriately.*

If behaviour does not meet expectation in the classroom, staff will use the following steps to help improve behaviour:

Phase 1 Warning

- Student behaviour does not meet expectation and they are warned about their conduct. Use explicit language to explain what they have done that doesn't meet expectations.
- Reaffirm the classroom expectations by referring to the poster on your classroom wall.
- Give explicit instruction of how the behaviour can be improved to meet expectation and demonstrate school values
- Log incident on Bromcom (Phase 1 incident on Bromcom)

Phase 2 Reflection

- Where poor behaviour persists, the student must move to another seat within the classroom (where appropriate)
- Teacher will have a conversation with the student about their behaviour at this point and explain how it is not meeting our classroom expectations and discuss the impact the behaviour is having on the lesson
- Classrooms should be set up with a spare desk for moving a child to where this is possible.
- SLT may be called to support with behaviour but the student may not always be removed
- **Behaviour must be logged on Bromcom as a 'Phase 2' incident. This will generate an automatic 20 minute 'Reflection' at the end of the same day which will be held centrally. A phase 1 event does not need to be logged in addition to this log.**
- **The teacher must inform the student that they have a 20 minute 'Reflection' at the end of the day**

Phase 3 Remove

- If poor behaviour continues, SLT on-call will remove the student from the classroom
- The student will be isolated for the remainder of the lesson and subsequent social time.
- Behaviour event must be logged by the class teacher on Bromcom as a 'Phase 2' incident so that the automatic 20 minute 'Reflection' is set for the end of the day.
- Class teacher (supported by CL/PL/SLT) may want to contact parents to discuss incident further.
- Class teacher can move straight to remove if they feel it necessary

6.1 On Call

Where behaviour does not meet expectation, staff are encouraged to use on-call to seek support from a senior member of staff to allow them to continue teaching without disruption.

On-call should be called immediately for the following:

- continued disruption to learning
- verbal/physical abuse of staff
- verbal/physical abuse of fellow students
- harassment or abuse (including in relation to any protected characteristics)
- illegal or suspected illegal substances
- Misuse of fire alarms or extinguishers
- Weapons or inappropriate items in school
- criminal damage
- physical assault
- dangerous behaviour
- refusal to go to another classroom
- or any other incident considered serious & potentially or actually affecting the safety of others

6.1.2 What happens next?

- Log incident and action taken on Bromcom (can be viewed by parents/carers)
- Relevant action as necessary by Department/Year Team
- Progress Leaders refer to SLT as necessary
- Relevant action by senior member of staff as necessary
- During an investigation into an incident the student/s may be asked to write a statement and be kept separate from other students until the incident is resolved.

Any student who is removed from the classroom due to poor behaviour will be isolated for their next social time and will complete a Reflection at the end of the school day. Following an investigation, further sanctions could be applied if deemed appropriate dependent upon the seriousness of the incident.

7 Consequences for Inappropriate and Unacceptable Behaviour

We have an inclusive ethos which is built on strong relationships with students. However, we do recognise that there are occasions when behaviour falls below our expectations and, as a result, a student may receive a proportionate sanction. We treat students as individuals and as such we use a range of sanctions which we feel are best suited to the specific incident and student involved.

7.1 Incidents warranting a sanction

Below are examples of unacceptable behaviour that will warrant a sanction. This is not an exhaustive list but outlines behaviours which are not acceptable or tolerated at Alderman White School and will warrant an immediate referral to the SLT on-call and subsequent sanction:

- continued disruption to learning
- verbal/physical abuse of staff
- verbal/physical abuse of fellow students
- racial abuse or discrimination
- Sexual harassment or abuse
- illegal or suspected illegal substances
- fire alarm breaches
- Weapons or inappropriate items in school
- criminal damage
- physical assault
- dangerous behaviour
- refusal to follow instructions
- or any other incident considered serious & potentially or actually affecting the safety of others at the discretion of the Headteacher, SLT or class teacher.

7.2 Reflection system

We are proud of the high standards of behaviour and the commitment to our INSPIRE values that the vast majority of our students demonstrate each day. However, we also recognise that occasionally a student may disrupt the learning of others or fail to meet expectations around the school site. It is important that all of our students know that there is a consequence for repeated inappropriate behaviour, and an opportunity to reflect upon their behaviour so that they can modify this.

To support excellent behaviour, we have a daily Reflection period lasting for 20 minutes at the end of the school day. This system is for students involved in more than one incident of low-level inappropriate behaviour or disruption within a lesson or at other times. All students will receive one warning and an opportunity to correct their behaviour before being issued with a Reflection.

As part of this process the Reflection will be an opportunity for the student to:

- Reflect on the incident and consider how they can moderate their future behaviour to reduce future occurrences.
- Hold a restorative conversation with the member of staff involved.

We will inform parents by text message or telephone if their child has to stay for a Reflection.

Where possible a Reflection will be held on the same day that the incident occurred. If the Reflection is set after 2:30pm, it will be completed the following day.

If a student were to receive a second Reflection within one week, they will be required to attend a 40 minute Reflection on a Friday afternoon.

Any member of staff in school can issue a Reflection if they witness or are alerted to an incident where behaviour does not meet expectation. A Reflection will be held in a central location supervised by SLT or a Middle Leader. Reflections will be held in accordance with the DfE rules on detentions.

Under the DfE guidance for detentions, we will rearrange a Reflection where it could compromise the student's safety.

- If the Reflection is likely to put the student at risk.
- If the student has known caring responsibilities which mean that the Reflection is unreasonable.
- If suitable travel arrangements cannot be made by the parent for the student.

Under any of these circumstances the Reflection will be rearranged at a time when it will not compromise the safety of the student. The school will also rearrange Reflections if the student has a commitment that it would be unreasonable to rearrange. Reflections will not be rearranged to allow the student to attend an enrichment activity – the Reflection needs to take priority.

Appendix 2 outlines the Reflection process.

7.3 Behaviour report

We use a system of school behaviour reports to support students in order to assist them to realise their potential.

- White Report used for Faculty/Subject areas
- Yellow for mentors
- Green for Tutors
- Orange for Progress Leaders
- Red for SLT
- On occasions individual reports could be created to meet the specific needs of individual students for example 'Positive Reports'

Students will be graded on their reports as follows:

EX	=	Excellent
GD	=	Good
RI	=	Requires Improvement
CN	=	Cause for Concern

Parents/Carers will be notified immediately if their son/daughter is placed on a report. If a report demonstrates that a student is still failing to meet expectations, this will result in further consequences as listed above.

7.4 Internal exclusion

If behaviour falls below our expectations, a student may be internally excluded from lessons and will work by themselves and away from the rest of their peers, whilst closely supervised by a member of staff. We will inform parents of an internal exclusion. This sanction will be reserved for serious incidents of poor behaviour or repeated disruption.

If this happens, a student will be expected to stay after school for 20 minutes in order to give time for restorative conversations to take place. In cases of repeated poor behaviour, we will use cross-site exclusion at other local schools where appropriate.

Any internal exclusion will be closely supervised to ensure high standards of behaviour. During this time community service may be undertaken at the request of a Progress Leader or SLT.

7.5 Restorative meeting

Restoring positive relationships is an important part of our approach to promoting excellent behaviour in school. If a student does not meet expectation, a restorative meeting will be held between the staff member involved and the student. The purpose of the meeting is to discuss the incident and ensure that it does not happen again. Following isolation, a child will only return to their lessons when they have held a positive restorative meeting with the member of staff affected by the behaviour.

7.6 Behaviour Contract

Where there are repeated incidents of poor behaviour, a behaviour contract will be agreed between the student, their parents and the school. This will outline specific expectations of the child, supportive measures that will be put into place by the school and what will happen if the behaviour continues. The purpose of the contract is to support the child in improving behaviour.

7.7 Behaviour Panel

We will monitor behaviour closely. Where concerns arise a panel of staff will meet to consider appropriate actions to support the student in improving their behaviour. Parents will be informed of the outcome of the initial panel meeting and will be invited to be part of a further meeting with the student where we discuss support measures that will be implemented.

7.7 Fixed Term exclusions

Fixed term exclusions will always be carried out following the law and guidance from the DfE.

Fixed term exclusions will be issued for serious breaches of behaviour. **The decision will be made by the Headteacher as to whether a fixed term exclusion is appropriate.**

A fixed-term exclusion **can be for one or more fixed periods up to a maximum of 45 days in an academic year.** Work will be provided for the first 5 days of any exclusion to be completed at home. **In most cases, work will be set using Google Classroom. If it is not possible for the student to access Google Classroom for any reason, paper based work will be provided.** A fixed-term exclusion for six days or more will result in students being educated elsewhere within the Trust or other suitable education establishment.

We will always consider any safeguarding concerns before we decide to exclude a child from school and will take any SEND or disability needs into account to make reasonable adjustments.

The following incidents may lead to an external exclusion (but not limited to):

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Incidents of abuse, harassment or assault related to characteristics protective under the Equality Act 2010 including racism, and **incidents relating to gender identify, sexuality and disability**
- Sexual harassment or abuse
- Suspected or proven drug and alcohol related incidents
- Damage

- Theft
- Smoking or bringing smoking material on to the school site
- Persistent Disruptive Behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school
- Spitting at another student or member of staff.

The Headteacher will use their discretion where an incident occurs which is not outlined above.

7.6.1 Reintegration to school following exclusion

Reintegration meeting

Following an exclusion, we will hold a reintegration meeting with the student and their parents or carers. The purpose of this meeting will be to discuss the incident that led to the exclusion and to agree any support that the child may need to avoid any repetition of similar behaviour in the future. If the parent is unable to attend the reintegration meeting, the child will be reintegrated using our Base facility whilst an alternative meeting date is agreed.

First day in school post-exclusion

Following an exclusion, it will sometimes be appropriate for a student to spend the day working in the Base area away from other students. This is an important part of the reintegration process and allows for restorative conversations to be held and gives the student the opportunity to meet with their Progress Leader to discuss any further support that they may need to help them to improve behaviour in school.

Additional Support

We will always consider support that can be put into place in school to support a student when they return from a fixed-term exclusion. Any support will be agreed between the parent, student and the school. When a student is excluded, we will always consider if this is a result of an unmet need and therefore any additional support that may be required. Where appropriate, we will take a multi-agency approach to supporting the student which may go beyond their educational needs.

In school support may include:

- Behaviour report
- Behaviour mentoring
- Behaviour review meetings with the Progress Leader, tutor or a member of SLT and parents of the student
- Seating plan adjustments
- Positive behaviour report
- Specific arrangements for social times in school
- School counsellor support
- Access to Nurture, Haven or IMP provision

7.7 External agency referrals / involvement

We have strong links with a range of external agencies including the Police who provide weekly support in the form of a school Police Liaison Officer. They will participate in school life and the school community, becoming part of children and young people's everyday experiences, increasing familiarity, confidence and trust in the police. They will also provide support in dealing with incidents where appropriate and will spend

time educating young people in school in order to improve behaviour and also reduce any risks that may be posed outside of school.

7.8 Managed Moves

The Trust uses Managed Moves as a way of preventing Permanent Exclusions. Managed Moves are used both within the Trust and within the Broxtowe Area to support students who have demonstrated poor behaviour. This is a supportive measure to offer a 'fresh start' at another school.

Reasons for a Managed Moves

- An incident occurs which results in a managed move as an alternative to a fixed-term exclusion
- An incident occurs where it is deemed sensible to provide education at a partner school, under the conditions of a managed move
- A student is offered a managed move as an alternative to a permanent exclusion
- A student is offered a managed move as parents consider a fresh start is needed

We will always meet with parents to discuss a managed move. (During the COVID-19 pandemic meetings may be held remotely.)

7.9 Permanent Exclusion

In line with the statutory guidance, a decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- as a last resort

Permanent exclusions will be conducted in accordance with the statutory requirements.

<https://www.gov.uk/government/publications/school-exclusion>

7.10 Discipline outside the School Gates:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In line with DFE Guidance and the school Behaviour Policy, the school may discipline a student for any misbehaviour when the child is:

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

or misbehaviour at any time, whether or not the conditions above apply, that:

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

In any of these circumstances we will consider the most appropriate consequence and course of action. Our priority will remain to ensure that the issue is resolved for all parties and that the unacceptable behaviour is not repeated.

7.11 Smoking on School Site

Smoking (or vaping) is not permitted by any persons on or within view of the school site and if this happens, we will deem this a serious breach of the school behaviour policy which could result in a Fixed Term Exclusion.

8 The power to search, the use of reasonable force and confiscation of items

8.1 Confiscation of items

The law allows 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. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

At Alderman White, teachers are expected to ask students for any banned items that are not allowed in school. This includes items such as hoodies or denim / leather jackets which are banned by our uniform policy, mobile phones or headphones that are seen or heard (unless they are being used in accordance with the instructions of a teacher), smoking or vaping equipment (cigarettes, lights, tobacco), alcohol or illegal drugs or items suspected to be alcohol or illegal drugs, weapons or items that could be used as weapons.

If the student refuses to hand over the item or they are not willing to confiscate it they should use the on-call system to request support from a senior member of staff.

No member of staff should make physical contact with a student in confiscating any item unless this is judged necessary to prevent a risk of harm to a student or member of staff. A member of staff needing to use restraint or physical contact to confiscate an item should immediately call for urgent support.

If a student refuses to hand over an item as requested, the consequences will be explained and every reasonable attempt made to get them to comply. A decision will then be made about any action required to ensure the safety of all students and staff. Failure to comply will be dealt with using our behaviour policy and procedures.

Any confiscated item will be taken to the Base or the school office for secure storage. Any illegal or suspected illegal or dangerous items should be taken to a member of SLT. The school is not legally responsible for any items that are confiscated correctly under the school behaviour policy, but will do their best to ensure confiscated items are stored safely.

Where a criminal offence has been committed and the police request a confiscated item this will be given to the police and the student or parent notified that this has happened. Items that can legally be owned by the student will be returned to them or a parent in accordance with our behaviour policy. Where we do not feel it is safe or appropriate to return the item to the student we will ask that a parent or delegated adult representative attends school to collect the item. Items such as illegal drugs or weapons may be appropriately disposed of or destroyed in accordance with police guidance and instructions.

Confiscation of non-dangerous items (e.g. mobile phones)

Mobile phones and other electronic devices (e.g. MP3, headphones) should not be visible (or heard) on the school site. Where a student is seen with a mobile phone in school, it will be confiscated.

1. First confiscation: Phone handed into student services and collected at the end of the school day.
2. Second confiscation: Phone handed into student services and parents must come into school to collect.

A new term starts this process again.

8.2 Power to search

Legally, school staff have the 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

We will only search students where we have reason to believe that they may have one of more of these items in their possession.

We may use this power to search students’ possessions such as their locker or school bag while it is not in their possession without their consent where we feel this is necessary to protect the wellbeing and safety of students and staff.

We will only search a student and the possessions that they have with them with their consent and without making physical contact with the student. A student will always be first given the opportunity to voluntarily hand over any item that they know they should not have in school. We will ask the student to remove external clothing and empty their bag and pockets. Searches will be carried out by a member of SLT or the Pastoral team who is the same gender as the student (unless their gender identity or the urgency of the situation makes this impossible). Another member of staff will be present as a witness and consideration will be given to the right to privacy – the search will take place away from other staff or students. There will always be 2 members of staff present and for girls at least one member of staff will be female.

Where a student refuses to be searched we will consider this along with any other evidence in deciding whether it is likely that they have a banned, dangerous or illegal item or items in their possession. Refusal to be searched could lead to a reasonable assumption of guilt as well as a failure to follow the school behaviour policy and is likely to result in the imposition of a sanction.

If it is deemed necessary that a search is carried out and the student refuses to co-operate we will seek support and advice from others – this could include parents, or in extreme cases the police. **If a decision was made that it was necessary to contact the police, every effort would be made to make parents or carers aware of this. School staff would attempt to work with the police to establish their intended course of action. It is school policy that a parent or carer or member of school staff would remain with a young person if the police were called.**

Any illegal or banned items will be confiscated and dealt with following the guidance in the section above on confiscated items.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child, although we will endeavour to ensure that we discuss a search with the student’s parent / carer. We will always inform parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Any complaints about searching will be dealt with through the normal school complaints procedure.

The law and guidance from the DfE on the use of reasonable force have been used to inform our policy on confiscation and searching.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

8.3 Physical restraint (reasonable force)

The law and guidance from the DfE on the use of reasonable force have been used to inform our policy on physical restraint.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

At Alderman White it is our policy that physical restraint will only ever be used if deemed necessary to protect a student or member of staff from harm. It is recognised that at times staff may have to make a very quick decision about whether it is necessary or appropriate to use physical restraint.

The amount of physical contact or force used should always be the minimum that is required.

Staff should always attempt to use de-escalation techniques if possible and use a calm but firm voice to instruct a student to stop, walk away or come to them. Putting a hand on their shoulder or guiding them by the elbow, standing in front of them or putting an arm out may help to emphasise the instruction if there is a risk of harm to them or others. On rare occasions staff may deem it necessary to use further contact to restrain a student. Where this is necessary they should urgently seek support from colleagues. Staff should always try to avoid acting in a way that might cause injury.

All members of school staff have a legal power to use reasonable force in line with the guidance and our policy although there is no expectation that they do so.

Training will be provided to all staff on de-escalation techniques along with physical restraint training for staff most likely to be on call, duty or working with higher risk students. Teachers who opt not use physical restraint will instead continue to use de-escalation techniques, remove other students from harm, and seek urgent support from colleagues.

9. The Behaviour Policy in relation to the Equality ACT 2010 in respect of students with SEND

The school acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

The school recognises that some students may be at risk of child on child abuse as a result of a specific characteristic. The school will not accept and discriminatory behaviour whatsoever.

The school recognises that students who are part of the LGBT community may be targeted by others. The fact that a child is part of the LGBT community is not in itself an inherent risk factor for harm. However, we recognise that students who are part of this community (or are perceived by others to be part of this community) can be targeted by others. We will not tolerate any homophobia, biobia or transphobia as they are not phobias or fears and are in fact forms of discrimination towards LGBT people. Students who are part of this community will be encouraged to talk to their tutor or Progress Leader as a trusted adult in school if they have any concerns.

Any discriminatory behaviour will be treated with zero tolerance and will be dealt with in line with our behaviour policy.

10 Allegations of Abuse against Staff:

Allegations of abuse are be taken seriously, and we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

The investigation will be led by the Headteacher or a delegated member of senior staff and appropriate action will be taken if the allegations are found to be malicious and unfounded. Any allegations against the Headteacher will be investigated by the Chair of Governors.

Any investigation involving a member of staff will be reported to the LADO.

Where allegations against a member of staff are proven to be malicious, this will be taken extremely seriously. Any allegations of this nature will be sanctioned in line with our behaviour policy and could lead to a fixed-term or permanent exclusion. We will always consider if there are any underlying mitigating circumstances for the allegation in line with our Child Protection policy.

Further guidance and additional information can be found at:

<http://www.education.gov.uk/publications>

11 General Data Protection Regulations (GDPR) & Data Protection Act (DPA 2018)

Data will be processed in line with the requirements and protections set out in the GDPR and the DPA 2018. Data will be held in accordance with the Trust's Management and Retention of Record's policy. Data may also be shared when appropriate in accordance with our statutory duties and as detailed in the Trust Privacy Notice.

Appendix 1: Classroom Expectations

We understand the importance of excellent classroom behaviour and have high expectations of our students. Our expectations in the classroom are outlined below.

CLASSROOM EXPECTATIONS

Be Prepared **R** Responsibility

- ✓ Complete homework
- ✓ Be on time
- ✓ Wear the correct uniform
- ✓ Bring the correct equipment

Be Respectful **I** Integrity

- ✓ Follow instructions first time
- ✓ Self-regulate
- ✓ Show kindness
- ✓ Co-operate with others

Be Committed **E** Engagement

- ✓ Try your best
- ✓ Show resilience
- ✓ Contribute
- ✓ Listen attentively

I Integrity
N Nuture
S Success
P Perseverance
I Innovation
R Responsibility
E Engagement

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A Culture of Excellence

Appendix 2: Reflection System

In order to support good behaviour for learning in the classroom, teachers at Alderman White School will follow the below Reflection system. This system recognises that students will, on occasion, need reminding of the expectations with regards to behaviour and conduct and gives students the opportunity to adjust their behaviour to meet expectations and reflecting upon where they have got things wrong. Where there is little improvement in behaviour, actions will be taken to ensure the learning environment remains positive.

Phase 1 Warning

- Student behaviour does not meet expectation and they are warned about their conduct. Use explicit language to explain what they have done that doesn't meet expectations.
- Reaffirm the classroom expectations by referring to the poster on your classroom wall.
- Give explicit instruction of how the behaviour can be improved to meet expectation and demonstrate school values
- Log incident on Bromcom (Phase 1 incident on Bromcom)

Phase 2 Reflection

- Where poor behaviour persists, the student must move to another seat within the classroom (where possible)
- Teacher will have a conversation with the student about their behaviour at this point and explain how it is not meeting our classroom expectations and discuss the impact the behaviour is having on the lesson
- NB Classrooms should be set up with a spare desk for moving a child to where this is possible.
- SLT may be called to support with behaviour but the student may not always be removed
- **Behaviour must be logged on Bromcom as a 'Phase 2' incident. This will generate an automatic 20 minute 'Reflection' at the end of the same day which will be held centrally. A phase 1 event does not need to be logged in addition to this log.**
- **The teacher must inform the student that they have a 20 minute 'Reflection' at the end of the day**

Phase 3 Remove

- If poor behaviour continues, SLT on-call will remove the student from the classroom
- The student will be isolated for the remainder of the lesson and subsequent social time.
- Behaviour event must be logged by the class teacher on Bromcom as a 'Phase 2' incident so that the automatic 20 minute 'Reflection' is set for the end of the day.
- Class teacher (supported by CL/PL/SLT) may want to contact parents to discuss incident further.
- Class teacher can move straight to remove if they feel it necessary

Appendix 3: Online live lesson classroom expectations

If the school needs to partially close due to a local lockdown (COVID-19 related), we would continue to provide lessons online on Microsoft Teams. The expectations of students in lessons is outlined below:

Be Prepared	Be Respectful	Be Committed
<ul style="list-style-type: none">• Make sure parents have replied with permission• Be on time for your lesson• You must have your camera turned off (<i>you can only use it when a teacher directs you to</i>)• If camera used for an activity:<ul style="list-style-type: none">- Background must be blurred- Wear appropriate clothing- Computer must be in an appropriate area of the house	<ul style="list-style-type: none">• Follow instructions first time• Self-regulate• Show kindness• Work well with others• No inappropriate comments or language (verbal or written using the 'chat' function)• You must not make any recording of the lesson (Video/ or sound)	<ul style="list-style-type: none">• Try your best• Show resilience• Contribute• Listen attentively



Appendix 4 Expectations relating to COVID-19

Our general expectations for students now include those relating to Coronavirus as we recognise the ongoing nature of the pandemic. The specific expectations relating to COVID-19 are listed below for clarity:

We have very high expectations of our students and make sure that they understand that their choices and behaviour effect everyone else in our school community.

- Tell an adult as soon as possible if you feel unwell and describe your symptoms
- Take an LFD test for coronavirus every 3-5 days and report your results
- Make sure an adult at school is aware if a household member or close contact has coronavirus symptoms or has tested positive
- Come to school in the correct uniform and with your equipment (see Section 7 and 8)
- Bring a clean face covering to school each day (face masks can be provided at school if required) and wear a face covering if required (unless you are exempt)
- Follow our “no physical contact” policy
- Line up on the number for your classroom at the start of each lesson (apart from the New Block, W14 and W31 where you line up outside the external door)
- Follow the one way signs for indoor corridors and DO NOT go through a door that says NO ENTRY
- Follow the seating plan in every lesson
- Wash or sanitise your hands frequently including at the start and end of every lesson, before and after eating, when you have been to the toilet and when you get home
- Use a tissue for coughs / sneezes, put it in a lidded bin, and clean your hands
- Do not touch the screens in classrooms
- Clean your work area at the end of every lesson
- Do not deliberately cough or sneeze on another person or threaten to do so – this will be treated as “physical endangerment” and will carry a serious sanction

Appendix 5: Routines

Equipment

All students need to come equipped and ready to learn.

If a student arrives at school without their core equipment (Pen, Pencil, ruler, whiteboard and whiteboard pen), they should:

- Go to the hall to purchase (or borrow) the equipment they need before they go to tutor time. This should be done before tutor starts and they will be marked late if this makes a student late for tutor.

In tutor time each day, the tutor will check that every student has the correct equipment by asking them to place equipment on the desk when they enter the room. If a student does not have their core equipment, the tutor will:

- Send the student to the Base where they will be issued with equipment by a Student Support Mentor (SSM)
- The SSM will log this as a behaviour event on Bromcom (lack of equipment)
- The student must return the borrowed items at the end of the day.
- The tutor will hold a conversation to remind the student of the importance of bringing the correct equipment

The SSM will monitor students who repeatedly do not bring equipment to school and where this happens more than once, the student will be issued with a Reflection.

All equipment issues will be solved before students leave tutor period.

If a student needs to borrow equipment during a lesson, a member of staff will loan this equipment for that lesson only and will log on Bromcom as a behaviour event; 'lack of equipment'.

Uniform

All students must wear the full school uniform every day.

If a student comes to school without wearing the full school uniform, they should;

- Go to the hall to solve the uniform issue and borrow the item of uniform they need before they go to tutor time.
- The item must be returned to the Base at the end of the day.
- The Student Support Mentor will log items that are borrowed.

In tutor time each day, the tutor will check that all students are wearing the full school uniform. If a student is not wearing the uniform, the tutor will;

- Send the student to the Base to correct the uniform.
- The Student Support Mentor will solve the uniform issue and log as a behaviour event on Bromcom.
- If the uniform issue cannot be solved, the Student Support Mentor (or Progress Leader) should contact home to ask that they support in rectifying the issue (e.g. Bring school shoes up to school)
- If the uniform issue cannot be rectified on the day (or the student refuses to rectify the issue), the student will be isolated for the day and until the issue is rectified. They will be issued with a Reflection at the end of each day of isolation.

Uniform issued will be monitored and where there are repeated concerns, the student will be issued with a Reflection.

If a student arrives at a lesson in the incorrect uniform, the teacher should send them to the Base to rectify the issue. They should log this on Bromcom.

Any adaptations to the uniform policy must be agreed by the Progress Leader and SLT line manager for the year group. The student must carry a note with them explaining that the uniform adaptation has been agreed.

Punctuality

All students should arrive on time for school each day.

If a student does not arrive on time for tutor period, they will be marked late by their tutor on the register on Bromcom.

The Attendance Officer will monitor punctuality. If a student is late on more than one occasion in a week, they will receive a 20 minute punctuality Reflection at the end of the day.

In order to promote excellent punctuality, the tutor should;

- Take the register as soon as tutor period starts (after the bell)
- Allow students a 2 minute 'grace' to enter the classroom. After this point they will be marked as late using an 'L' on the register (and noting the number of minutes late)
- Mark a student late where they have been on the school site but have subsequently not arrived for tutor period on time. Students who need to use the bike shed are advised to arrive 5 minutes early to avoid being late for tutor period.

If a student has a note from a member of staff explaining why they are late for tutor time, the tutor should;

- Mark the student present and on time using '/'

If a student has a note from home stating a reason as to why they are late, the tutor should;

- Mark the student late and tell them they must speak to their Progress Leader, Student Support Mentor or the Attendance Officer to explain why they were late and ask them to authorise the note.
- Always mark a student late in this scenario, unless the note has been signed by the Progress Leader, Attendance Officer or Student Support Mentor.
- The Progress Leader/Attendance Officer/Student Support Mentor will then decide if the reason for lateness was valid and adjust marks accordingly.