



Behaviour Policy

Updated: December 2019 (interim)
Review: September 2020

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. It is important that the school recognises and rewards positive behaviour and achievement. A successful school incorporates the support of all parents and carers.

The expectations we have of students:

- We come to school ready to learn by being on time and having the correct equipment and uniform
- We respect staff, students and visitors
- We use polite language
- In lessons we listen carefully, follow instructions and work to the best of our ability
- We move around the school sensibly and care for our environment
- We make sure IPODs, MP3 players, mobile phones or similar electronic devices are not seen or heard on the school premises

Strategies we expect staff to implement to promote good behaviour

- Act as a role model for things you expect to see – mirror what you want
- Plan for good behaviour
- Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- Our success in managing behaviour should not be judged by the absence of problems but how we deal with them
- Do all you can to avoid:
 - Humiliating – it breeds resentment
 - Shouting often – it weakens your status
 - Over reacting – the problems will grow
 - Blanket punishments – the innocent don't deserve them
 - Over punishing – it reduces options later
 - Jumping to conclusions – avoid punishing what you can't prove
 - Don't block a student's exit
- Do all you can to:
 - Use humour – it builds bridges
 - 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

Rewards:

We believe that people thrive in a positive and rewarding environment. We want young people to feel proud of their achievements and we reward our students in a number of ways. Teachers act as role models by using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole School and year events such as assemblies and Graduation provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and to achieve the very best you are capable of.

The Graduation Scheme:

The Graduation Scheme gives students the opportunity to be rewarded for whole school and community involvement.

Inspire points:

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

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

- good work
- being helpful
- good homework
- good effort
- improvement
- taking part in extra activities in school
- being a good citizen
- going the extra mile
- inter house competitions
- work or achievements in the community

Other staff in the school can award INSPIRE points to students as they see fit. Curriculum areas also have other methods of rewarding students such as postcards, stickers and certificates.

Recognition of excellence is important. We will recognise the success of each child and will communicate these successes to parents via phone calls home, postcards, email and text messages. INSPIRE points are recorded on Go4Schools by teachers so parents are easily able to track points awarded to their child.

We will also hold a number of events to recognise excellence in school.

Year Assemblies: "INSPIRE Points" are recorded electronically and students will be rewarded in year group assemblies based on the number of points they achieve.

Subject Awards: Each half term prizes will be awarded for outstanding achievement in each curriculum area. Awards will be made at a special assembly for Years 7 and 8, 9 and 10 and a separate one for Year 11, where students are congratulated and have their photographs taken for the Awards Notice Board.

Graduation Awards Evening: Each school will maintain an annual awards ceremony, whilst a Graduation Awards evening shall take place on annual basis within each school.

Classroom expectations and consequences

We have high expectations of all our students and as such expect them to demonstrate the following an excellent attitude to learning in their lesson. See appendix for our classroom expectations.

Behaviour Support Structure:

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

- uniform issues
- lack of equipment
- homework
- low level disruption
- poor work rate
- lateness
- chewing, eating
- jewellery
- mobile phones/IPODS/MP3 players
- 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.*

On-call can be sought immediately for the following:

- continued disruption to learning
- verbal/physical abuse of staff
- verbal/physical abuse of fellow students
- racial/sexual harassment
- illegal or suspected illegal substances
- fire alarm breaches
- 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 at the discretion of the Headteacher, SLT or class teacher.

What happens next?

- Log incident and action taken on Go4Schools (can be viewed by parents/carers)
- Relevant action as necessary by Department/Year Team
- Progress Leaders refers 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

Electronic Devices

Mobile phones and other electronic devices (e.g. MPS, 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.

Jewellery/Non-Uniform System

Students are expected to wear the full school uniform every day. In the event that a student wears an item that is not permitted as part of the school uniform, the item will be confiscated and collected at the end of the day. Repeated failure to follow school uniform rules, may result in additional sanctions including isolation.

Smoking on School Site

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

Consequences:

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 suitable consequence. We treat students as individuals and as such we use a range of consequences which we feel are best suited to the specific incident and student involved.

To support staff there is a system of detentions:

A student may receive a detention at break time, lunch time or after school. After school detentions last one hour.

If a student fails to attend a detention without permission, they will be isolated the next day in school and will complete the detention set after school following their isolation.

We will always communicate after school detentions of more than 10 minutes with parents via phone call, text message or email.

Class teachers may keep students after school for up to 10 minutes to allow time for restorative conversations or as a consequence of poor behaviour. This will not always be communicated to parents prior to the event, although parents will be informed of the reason for the consequence through one of the channels discussed above.

On Report: We use a system of school reports to support students in order to assist them 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.

Police Liaison Officer

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.

Isolation:

Where student behaviour falls below our expectations, they may be removed from their normal lessons and educated separately from other students. If this happens, a student will be expected to stay after school for 25 minutes in order to give time for restorative conversations to take place. In cases of repeated poor behaviour, we reserve the right to isolate students at other schools within the White Hills Park Trust.

A student may be placed in isolation by a Progress Leader or a member of the SLT. This may be for a variable amount of time, depending on the seriousness of the incident. This will be communicated to parents via letter, email and/or phone call home.

Isolation 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. We reserve the right to isolate students at other schools within the White Park Trust if deemed necessary.

Behaviour Panel

Once per half term the school behaviour panel will meet to discuss specific behaviour concerns of individual students. The panel involving key members of staff will discuss the concerns and will create a plan of support to mitigate any future poor behaviour. The outcomes of these meetings will be communicated to parents.

Exclusions:

Exclusions will be issued for serious breaches of behaviour. The decision will be made at a senior level. A fixed-term exclusion can last up to a maximum of 45 days. A fixed-term exclusion for six days or more will result in students being educated elsewhere within the Trust or other suitable education establishment. A permanent exclusion is only issued for repeated fixed-term exclusions where the student persistently fails to respond, or for one serious incident.

The following types of incident may lead to exclusion (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
- Racist Abuse
- Sexual Misconduct
- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bring 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
- The Headteacher will use their discretion where an incident occurs which isn't outlined above.

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' in another school.

Reasons for a Managed Move:

- 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

Teachers Power to Search:

- School staff can search a student for any item that may contravene the school Behaviour Policy (see paragraph on exclusions)
- The Headteacher and staff authorised by the Headteacher have a statutory power to

search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, drugs and stolen items.

- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Teachers Use of Reasonable Force:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

DFE guidance stipulates that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves or others through physical outbursts.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed in the circumstance. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

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.

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.

Allegations of Abuse against Staff:

Allegations of abuse are be taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child 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. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner.

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 any member of staff will be reported to the LADO.

Further guidance and additional information can be found at:

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

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

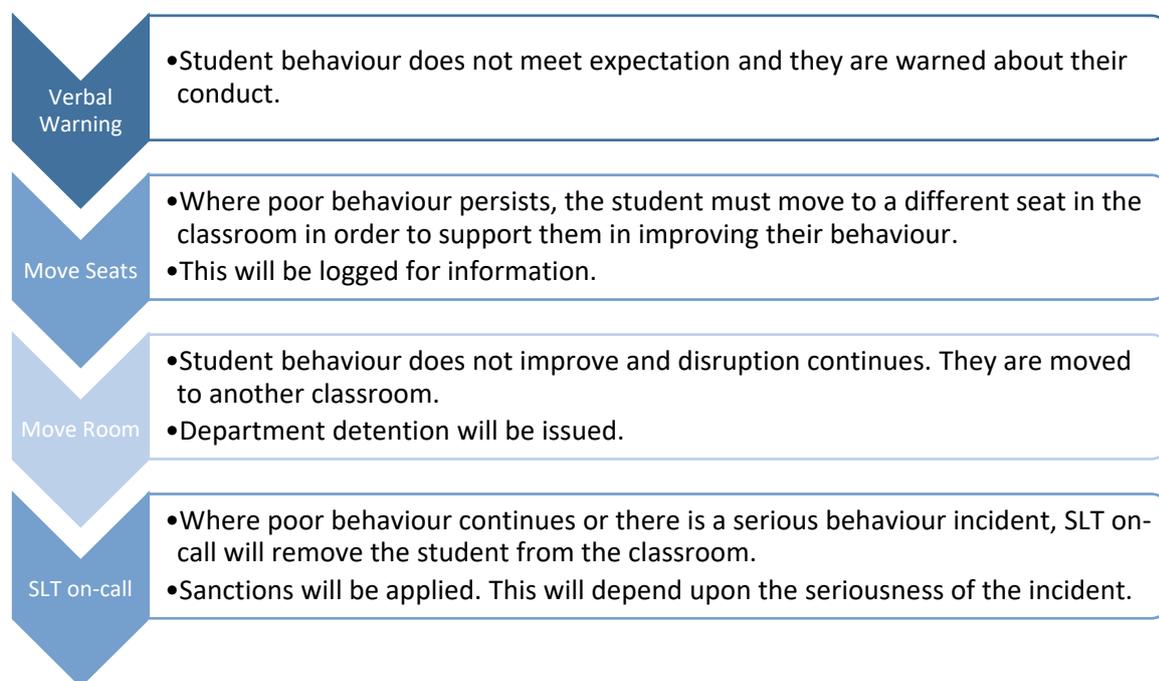
- ✓ Try your best
- ✓ Show resilience
- ✓ Contribute
- ✓ Listen attentively

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

The White Hills Park Trust
A Culture of Excellence

Classroom Consequence System:

In order to support good behaviour for learning in the classroom, teachers at Alderman White School will follow the below consequence 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. Where there is little improvement in behaviour, actions will be taken to ensure the learning environment remains positive.



All incidents where behaviour does not meet expectation will be logged on Go4Schools where parents/carers can view incidents.

During your lesson you may need to reinforce the classroom expectations to ensure the highest level of teaching and learning can take place. To support the classroom expectations you may use a series of interventions to correct the behaviour. We will use a series of in-class consequences; Verbal Warning, Move Seats and Move Rooms, SLT on-call. It is important to note that you must not do the following when issuing the behaviour sanctions:

- Issue blanket warnings
- Carry a warning over from one lesson to the next
- Allow students to record the behaviour sanction on the board

A teacher may decide which consequence is appropriate for the specific situation. This may mean that a teacher misses out steps on the in-class consequence system where behaviour is deemed more serious. Teachers use their own professional judgement as to the appropriate in-class consequence to support the student in improving their behaviour.

Teaching assistants must liaise with the teacher if they feel a student has made poor choices, to ensure all negative behaviour is dealt with.

Verbal Warning (suggest removing this).

If a student has failed to follow the classroom rules and has stopped the learning of others and continually obstructed your teaching. You will need to issue a Verbal Warning.

When issuing a Verbal Warning you must:

- Give the reason why the warning has been issued, refer to the classroom expectations
- Make clear what will happen if the student continues to make poor choices

Move Seats.

Students who have already received a Verbal Warning and are still continually disrupting the learning of others and continually obstructing your teaching should be issued a Move Seats. Members of staff should ensure they have continued to use interventions to avoid this action.

When issuing a Move Seats you must:

- Have given a Verbal Warning already
- Give the reason why the warning has been issued, refer to the classroom rules
- Make clear what will happen if the students continues to make poor choices
- Record the Move Seats on a referral.

After issuing the Move Seats you must move the student to another space in your classroom. If they refuse to comply it is an automatic Move Room.

Move Room: Consequence: Class teacher detention

This is a very serious consequence and members of staff are reminded that they should use appropriate teaching skills and strategies before issuing this. If a student has not followed the classroom rules and has not responded to all of the intervention given by the member of staff it will be necessary to send the student to a colleague's classroom. It is essential that the students take their work with them to a colleague's classroom. If they refuse to comply, request SLT On-call immediately.

Log the Move Room incident on a referral along with the detention.