



Aldercar High School

In pursuit of excellence

BEHAVIOUR POLICY 2021-2022

Approved by	Governing Body
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Mission Statement

- All students have the right to learn, make excellent progress and achieve their potential.
- All students have the responsibility not to interrupt or disturb the learning of others.
- All students have the responsibility not to put their own safety or that of other pupils, staff or wider community members at risk.

Policy Aims

To develop a culture in which: -

- Pupils behave well, are polite and cooperate at all times.
- All students, staff and wider community members feel safe.
- A caring, orderly and disciplined environment can be enjoyed.
- Excellent behaviour in class, around the school, on the way to and from school is observed.
- Students are clear about high expectations of their uniform, punctuality and being equipped to succeed at school.
- Parents/carers and school work together so that pupils are supported to become outstanding citizens.

Objectives

We intend to: -

- Provide effective teaching which supports and encourages students' positive behaviour and attitudes to learning.
- Set high standards and give clear guidance to learners of what is expected of them.
- Reward excellent behaviour and achievement and set appropriate sanctions when our behaviour standards are not met.
- Record achievements and sanctions through our SIMS MIS system and communicate fully with parents through tutor reviews, parent evenings and open dialogue either face to face or over the telephone at a mutually agreed time.
- Raise and develop staff awareness of individual behavioural needs and provide strategies which meet these individual needs.

Legislation and statutory requirements

This policy is based on advice from the Department for education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice

Student Expectations

- Be on time for all lessons.
- Have the correct equipment for all lessons (Pens, Pencils, rubber, ruler, calculator and homework diary) or in the case of Physical Education the correct kit.
- Behave in an appropriate manner and display a positive attitude towards tasks in lessons.
- Complete homework to a high standard and by the agreed date.
- Ensure mobile phones are not used in school.
- Abide by the schools uniform policy.
- Follow instructions given by members of staff.

Rewards

Aldercar High School uses rewards as part of the agreed behaviour policy as a way of rewarding excellent behaviour and achievement. All staff should praise, encourage and reward pupils at every opportunity. Rewards should be used consistently across the school and by all staff. All students have the opportunity to take part in extra-curricular activities or represent the school in our community and will be rewarded for doing so.

Rewards take the form of merit points awarded through our SIMS MIS system. Each merit point is worth 2 points and students are encouraged to work hard to achieve as many merits as possible. Staff will give merits out for the following reasons both in class and around the school;

Participation

Respect

Independence

Determination

Empathy

When students gain the following number of points they are awarded a pin badge to wear on their school blazer. These badges are given out in assemblies each week.

Bronze Award 250 points

Silver Award 500 points

Gold Award 750 points

Platinum Award 1000 points.

As well as this on-going rewards system staff are asked to send a daily email home to at least 1 student who has worked particularly well in class. Each half term, a rewards trip is

organised and Head teacher's commendations are given out to students nominated by Heads of Faculty. Each house holds a rewards evening at the end of the academic year where student success is celebrated by school staff, parents and governors. 100% attendance is celebrated every half term as well as annually.

Inappropriate Behaviour

It is the responsibility of all staff to deal with inappropriate behaviour which affects others learning or safety both in the classroom and in and around the school site. We will also provide sanctions for inappropriate behaviour displayed by students on their way to and from school. Further support is available through heads of departments, pastoral managers and the inclusion team, through the use of an on-call system and by the senior leadership team.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour

If a member of the school community is suspected of carrying a prohibited items (see below for list), the school will follow the procedures set out in the 'DfE Searching, screening and confiscation-Advice for head teachers, school staff and governing bodies 2018' document.

- Prohibited items include:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that a member of staff reasonable suspects has been, or is likely to be, used:

To commit an offence, cause personal injury or damage to the property of, any person.

NB: Failure to comply with the above guidance request to search will result in a sanction being given in line with the school's disciplinary policy.

Peer on peer abuse

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Aldercar High School is committed to supporting all students/victims who make a report of any type of peer on peer abuse. All incidents will be dealt with by Pastoral Managers and Designated Safeguarding Leaders in conjunction with the Senior Leadership Team.

Bullying

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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Sanctions

We require a set of sanctions to protect the positive nature of the school community and to register disapproval of unacceptable behaviour. They are used to protect the authority of the school's staff and to provide the security and stability of the school community. A list of consequences used when unacceptable behaviour is displayed.

Serious disruption may require the involvement of the head of department or the use of the 'on call' system which will result in the student being removed from the class to work in isolation/seclusion or at the back of another classroom.

We encourage all teaching staff to make use of 'time out' for a small number of students which enables a student to have a period of time out of the classroom if they are struggling to maintain concentration.

Following on from this, more serious sanctions include detentions, accessing the Seclusion room and on very rare occasions exclusion.

Reports

The school uses a graduated report system made up of tutor report, pastoral manager report and senior leadership team report to monitor a student's behaviour if they are causing concern across a number of subjects. At the end of each day the student will be expected to show the report to the member of staff that has issued it and their parents. A review date and points total will be agreed at the commencement of the report period to ensure satisfactory progress is made. If satisfactory progress is not made by the agreed date then the report will be managed by the next level of support. Students will face further sanctions if satisfactory reports cannot be produced or are not handed in.

Detentions

Detentions may be set at break times, lunchtimes or after school. For all afterschool detentions parents will be informed by text message, phone call or letter unless they are 10 minutes or shorter. All detentions will be logged on our SIMS MIS system and parents will be informed via text message. If a student misses an afterschool detention they will be set a

detention the following day. If a student misses this detention they will be placed in the seclusion room the next day with the Inclusion team. In all cases of a student missing a detention the member of staff escalating the detention will phone home.

School Seclusion

A student can be placed in school isolation in the seclusion facility for a fixed period of time if the behaviour that student is displaying is of a serious or repeated nature according to the school's behaviour ladder. Students will also be placed in seclusion for missing detentions. The room is staffed by a specialist Seclusion Officer employed by the school. Students are expected to work quietly and independently and will spend their break and lunchtime being supervised in this room or the dining hall. Students will be provided with work from lessons on their timetable.

On the rare occasion that the Seclusion facility is full or closed, students will be monitored by either SLT, Pastoral Manager/Inclusion Manager or HOF or in extreme cases, that the punishment is delayed.

Exclusion

The school uses Fixed Term Exclusion (FTE) as a sanction, however the decision to exclude is not taken lightly by the Head teacher and this is used in the most extreme cases to allow the student to reflect on the very serious nature of the incident and the possible consequences of future poor behaviour. The school can exclude a student for up to 5 days where they will be required to work at home. However, if an exclusion is given for more than 5 days, on the 6th day provision will be made for the student and they may be directed to attend an alternative provision from the 6th day onwards for the duration of the exclusion. Exclusion is used to signal to a student, the wider school body and parents/carers that the type of behaviour shown will not be tolerated. As a school we reserve the right to place students in alternative educational provision as an intervention strategy for managing behaviour. Such placements can be for short or long term and will be considered on a case by case basis.

Behaviour Intervention Work

Where the school has evidence that a student is at risk of exclusion/repeat exclusion they will act to support the student by providing them with specialist support from within the Inclusion Team/Manager. A plan will be put into place with the consultation of both the student and parents in order to reduce incidents to unacceptable behaviour and to effect long term change. A wide range of strategies will be analysed and a personalised approach will be taken. This may sometimes include referrals to outside agencies. All plans will be reviewed regularly and adapted where needed.

Aldercar Behaviour Ladder

Consequence	Inappropriate behaviour
Friendly Warning regarding Behaviour	<input type="checkbox"/> Poor attitude to learning in lessons/lack of work <input type="checkbox"/> Talking over a teacher or out of turn <input type="checkbox"/> Inappropriate physical contact – e.g., pushing/shoving or kissing/cuddling <input type="checkbox"/> Breaking uniform/dress code <input type="checkbox"/> Mobile phone out during lesson time
C1 Verbal Warning about the school's expectations Can be administered by: Member of staff involved Must be logged on SIMS	<input type="checkbox"/> Poor attitude to learning in lessons/lack of work <input type="checkbox"/> Talking over a teacher or out of turn <input type="checkbox"/> Inappropriate physical contact – e.g., pushing/shoving or kissing/cuddling <input type="checkbox"/> Breaking uniform/dress code <input type="checkbox"/> Mobile phone out during lesson time
C2 Homework/Behaviour Verbal Warning about behaviour after school detention for ½ hour. Can be administered by: Member of staff involved Must be logged on SIM and marked as resolved.	REPEATING ANY OF THE ABOVE <input type="checkbox"/>
C2 Plus Head of Faculty Intervention Can be administered by HoF/2nd in F/Senior Leader	
C3 On Call Student removed from class to work in Seclusion Room for the rest of the lesson. Can be administered by: Tutor Head of House Subject Staff Must be logged on SIMS as C3 and resolved	REPEATING ANY OF THE ABOVE <input type="checkbox"/> Persistent poor attitude to learning, e.g., lack of engagement or work not completed in lesson <input type="checkbox"/> More serious damage to property (other students/school), e.g., graffiti on desk/causing soiling of another student's uniform <input type="checkbox"/> Repeated poor behaviour reported by staff <input type="checkbox"/> Minor violation of ICT user agreement, e.g., accessing a website not connected with the lesson
NOTE: The above C consequences for inappropriate behaviour/s shown by students are intended as guidance for staff which will help to achieve consistency with the way we deal with behavioural issues within the school. The list of inappropriate behaviours is not exhaustive and circumstances/context will be taken into account when deciding consequences.	

