



# Aldercar High School

School Ready-Life Ready

## BEHAVIOUR POLICY

Approved by	Governing Body
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# Aldercar High School

## School Ready-Life Ready

### Mission Statement

### School Ready – Life Ready

Our aim is to ensure all students are 'life ready' by having access to core knowledge and skills that will challenge and inspire. We will equip all pupils to become independent adults who demonstrate positive moral attributes, preparing them for a fulfilling life that includes further education, university or employment.

#### We expect:

#### School Ready

All pupils to have **high expectations**, to **aspire**, be prepared to **participate**, be **equipped** and follow instructions.

#### Life Ready

All pupils to be **responsible**, to contribute to the community, actively **engage** in school life and **challenge** themselves to become **dynamic** global citizens.

- 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 & Parent Charters

Our charters below outline our expectations in order to maintain our high standards of education at Aldercar High School and ensure the success of every child. These will form the basis of the Home – School Agreement that all stakeholders will agree to, you will receive a copy of this agreement in September and will be expected to return this to school. We thank you in advance for your support in this manner as these charters ensure all pupils and parents are aware of the expectations when attending Aldercar High School.

## STUDENT CHARTER

 School Ready - Life Ready 	Attend school every day and on time. Arrive prepared and <b>equipped</b> for all lessons and in the correct uniform.
	<b>Participate</b> with all aspects of school life and behave in a respectful manner to all staff and students. Take part in extra curricular clubs, activities and educational school trips.
	Have <b>high expectations</b> of themselves and others, push themselves continually to improve in all aspects of school life. Demonstrate resilience by working hard to overcome barriers in school work and in life.
	Actively <b>engage</b> with all aspects of learning. <b>Challenge</b> themselves, never give up and ask for help if needed.
	Take full <b>responsibility</b> for all actions, behaviour and language. Champion all members of the classroom community and respect the school environment.

## PARENT CHARTER

 School Ready - Life Ready 	Ensure your child attends school on time every day. They wear the correct uniform, are <b>equipped</b> and understand the school's expectations.
	<b>Participate</b> in parents' evenings and school events, both face to face and virtual. Demonstrate respect and support for staff.
	Have consistently <b>high expectations</b> of your child and <b>challenge</b> them to be the best version of themselves.
	Actively <b>engage</b> with all aspects of your child's learning, especially reading, revision and homework. Work collaboratively with the school to celebrate praise and support sanctions.
	Communicate any change of personal details with school. Promote your child's healthy lifestyle including diet, sleep and a <b>responsible</b> use of social media.

### 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 weekly communication 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.

### Students leaving lessons

Students are not allowed to leave a lesson for any reason, unless there are exceptional circumstances.

If a student needs to leave a lesson for any reason, they need to be wearing an orange 'Out of Class' lanyard.

Toilet passes are given to a very small number of students with medical conditions requiring them to use the toilet more frequently.

A very small number of students have a time out card. These students may access time out in inclusion for 10 minutes and have their card signed by the class teacher.

First Aid-please give student a 'Out of Class' lanyard and send them to the member of staff on the first aid rota.

### Mobile Phones

We accept that most students will bring a mobile phone to school.

During school hours (8:25-2:55pm), mobile phones should not be seen or heard on school site.

If they are seen or heard, members of staff are expected to ask for the phone and hand them in to main reception, for them to be collected at the end of the day.

Any student needing to contact home should go to main reception at break or lunch time.

Mis-use of mobile phones on school site could lead to a mobile phone ban.

### Punctuality

Anyone arriving late to class should be marked with a Late mark with the number of minutes late added as a note.

Students arriving late to school, through the late gate will receive a 30-minute same-day, after school detention.

Students who are persistently late to school should be monitored by the form tutor and Pastoral Managers and Attendance Manager and calls home made.

Heads of Faculty should follow up any student that is persistently late to lessons.

### Child on Child abuse

Child on Child 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 relating to behaviour, parents will be informed by text message, phone call or letter unless they are 10 minutes or shorter. For after school detentions relating to lateness, parents will be informed but the detention will be served on the same day.

All detentions will be logged on our SIMS MIS system and parents will be informed via text message. If a student misses a 30 minute afterschool detention they will be set a detention the following day for 1 hour. If a student misses this detention they will be placed in the



seclusion room the next day with the Inclusion team. A parent meeting will need to take place with the Pastoral Manager to resolve the issue.

### 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 the Pastoral Managers. 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.

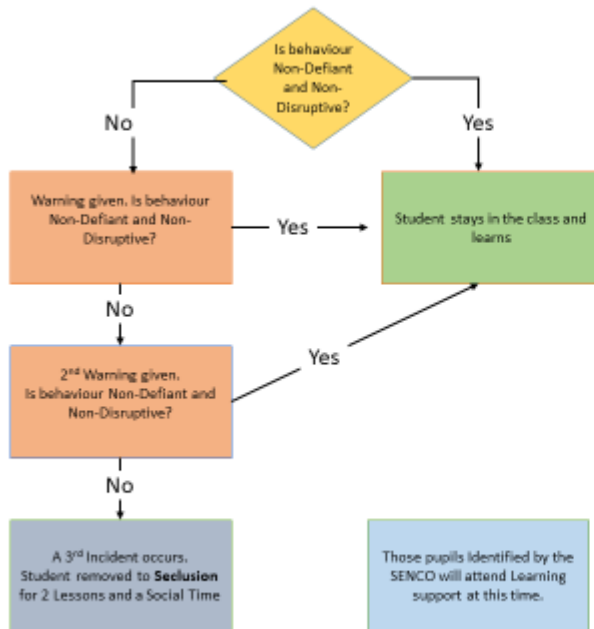
### Suspension/Exclusion

The school uses Suspension (Fixed Term Exclusion) 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/Pastoral Managers. 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.





Some examples of disruptive and defiant behaviour:

- Talking when the teacher is talking.
- Shouting out across the classroom.
- Not opening their book to work.
- Lateness.
- Uniform issues.

**Basically, anything that makes the teacher stop the flow of the lesson.**

Issuing a warning

- In a non confrontational manner.
- RIP
- Will need a discrete system of recording the warnings