

ALDERCAR HIGH SCHOOL

BEHAVIOUR POLICY

Date reviewed:	September 2025	Review planned:	September 2026
Approval Level	Local Governing Board		

At Aldercar High School, we believe every child deserves to be able to work in a safe and supportive environment that is conducive to learning. We pride ourselves on strong relational practice and high expectations, in a disruption-free learning environment. Our ethos – School Ready, Life Ready – underpins everything we do. We are committed to building a culture of respect, consistency, and aspiration, where every student is known, every lesson counts, and every future is unlocked.

Our behaviour policy is underpinned by the principles of the Paul Dix approach, which emphasises consistency, relational practice, and restorative responses to behaviour.

We believe that positive relationships between staff and students are central to effective behaviour management. Our staff are trained to use calm, consistent adult behaviour, clear routines, and scripted interventions to de-escalate situations and support students in making positive choices. We prioritise dignity, respect, and emotional safety in every interaction.

We recognise that behaviour is a form of communication and are committed to understanding the underlying needs of our students. Through restorative conversations and reflective practice, we aim to repair relationships and build a culture of trust and accountability.

Our aim is simple:

- Every student feels known, valued and supported.
- Standards are upheld calmly, clearly and consistently.
- No student has their learning disrupted.

Our Core Principles

- High standards: Students arrive on time, prepared, and ready to learn.
- Consistency is Care: Every adult applies routines, expectations, and consequences predictably.
- Relationships first: We believe behaviour improves when students feel respected, listened to, and supported.
- Recognition Culture: We praise effort, progress, and kindness relentlessly.
- Restoration and intervention not escalation: Wherever possible, we seek to repair relationships and return students to learning quickly.

Roles and Responsibilities

Students will:

- Be on time, in full uniform, with the right equipment every day.
- Show respect for themselves, their peers, staff, and the school environment.
- Follow instructions the first time.
- Work to the best of their ability, completing classwork and homework.
- Report concerns, including bullying, and support others by being positive role models.

Staff will:

- Model calm and respectful behaviour at all times.
- Teach routines explicitly and uphold them consistently.
- Use recognition and praise to reinforce expectations.
- Apply consequences fairly and consistently.
- Seek to repair relationships after incidents.
- Communicate regularly with parents/carers.
- Use the 4 Es (Engage, Explain, Encourage, Enforce) with calmness.

Parents and carers will:

- Support the school in upholding this policy.
- Ensure children attend every day, on time, in correct uniform and equipped with **Pen, Pencil and Ruler as a minimum**.
- Work in partnership with the school to address concerns quickly.

Leaders will:

- Monitor consistency.
- Support staff in upholding our standards.
- Take feedback from students and support them in being successful.

Recognition and Celebration

We recognize that positive behaviour drives learning and character. We notice effort, kindness and resilience every day, both verbally and the use of house points. House Points are used as the driver of our positive recognition. Students receive House Points for:

- doing the right thing in lessons.
- helping members of staff.
- being kind and nice to each other.

Other ways we recognise success and students doing the right thing are:

- Verbal and written praise.
- Postcards, phone calls and letters home.
- Celebration assemblies and rewards events.
- Positions of responsibility and leadership opportunities.
- Certificates and awards.
- Trips and non-uniform days.

Classroom Routines

- SLANT: Sit up, Listen, Ask and answer questions, Nod, Track the speaker.
- PROUD: Presentation expectations for written work.
- Mini Whiteboards: Used to check understanding and ensure 100% participation.
- Expectation Cards: Used to log positives and negatives, track equipment, uniform, and behaviour.

Sanctions and Consequences

When behaviour falls below expectations, staff follow a consistent stepped response. Our approach is designed to:

1. Protect learning for all.
2. Give students choices to correct behaviour.
3. Restore relationships wherever possible.

Sanctions may include:

- Verbal reminders and redirection.
- Moving seat.
- Detentions after school.
- Restorative conversations with staff.
- Reports to tutors, Heads of Year or senior staff.
- Time in our Refocus Room.
- Fixed-term suspension (for serious breaches).
- Offsite direction to a local school for anything between 1 day and 12 weeks.
- Permanent exclusion (for the most serious or persistent breaches).

Examples of unacceptable behaviour include disruption to learning, defiance, truancy, bullying, use of discriminatory or abusive language, unsafe behaviour, damage to property, and possession of banned items.

When a student disrupts learning, they will be given a warning and a short period of time to correct their behaviour. A second warning is given if there is further disruption. Should there be another incident of disruption, the student will be asked to leave and attend the Refocus Room, where they will have intervention to support them into their next lesson. An after-school detention will be given for the next day, supervised by Heads of Year and SLT, and a message will be sent to parents/guardians through the Arbor App.

Note: The teacher who has removed a student from a lesson is required to call home within 24 hours. After 3 removals in a half term, a phone call or email about the disruption will be sent instead of the phone call home.

Intervention and Support

We prioritise intervention to support students in changing their behaviour for the better:

- Heads of Year have dedicated time for behaviour coaching, through a structured restorative conversation ensuring students: understand what went wrong, recognise its impact, plan how to put things right and return positively to their lessons.

- Refocus Room staff assess readiness to return to lessons.
- Restorative conversations repair relationships.
- Bespoke interventions address underlying causes of behaviour.
- SEND students receive reasonable adjustments and tailored support.

Conduct Beyond the Classroom

Students represent our school at all times, whether in the local community, online, or when travelling to and from school. We expect the same high standards of behaviour beyond the classroom as we do inside it.

Around school site: Students should move calmly, follow staff instructions, respect the environment, and ensure transitions between lessons are smooth and purposeful.

Travelling to and from school: Students must wear full school uniform correctly, behave courteously towards members of the public, and act as ambassadors for the school. Poor behaviour in or out of uniform will be treated in the same way as if it had occurred on school premises.

Break and lunchtimes: Students are expected to follow the same standards of respect, safety, and responsibility as in lessons.

School trips and events: High standards of conduct are required at all times, with students expected to follow staff instructions immediately.

Online and social media: Behaviour online that impacts the safety, wellbeing or reputation of students, staff, or the school will be treated seriously and sanctioned in line with this policy. This includes cyberbullying, discriminatory comments, and misuse of social media.

Where behaviour beyond the classroom brings the school into disrepute, endangers others, or undermines our values, appropriate sanctions will be applied, up to and including suspension or permanent exclusion.

Mobile Phones and other Electronic Devices

Mobile Phones, Earphones, Air Pods and other electronic devices should not be seen or heard within school from 8.20am until 2.55pm. Any student seen using a mobile phone during school hours without permission, will have their phone confiscated. Students will then have to collect their mobile phone from Reception at the end of the day. Persistent offenders will have to hand their phone in when they arrive at school and collect it at the end of the day.

For more information about mobile phones in school, please visit <https://www.gov.uk/government/publications/mobile-phones-in-schools>

Serious Incidents

The school will use offsite direction, suspension or permanent exclusion only when necessary. This includes:

- Violence, threats or dangerous behaviour.
- Possession of drugs, alcohol or weapons.
- Persistent disruption despite interventions.
- Truancy
- Abuse against protected characteristics.
- Serious bullying or harassment.
- Actions that put the safety or education of others at risk.

Banned Items

The following are not permitted:

- Knives, weapons or imitation weapons, or any other item that could be used to cause harm, intimidation or disruption.
- Drugs, alcohol, tobacco or vapes.
- Fireworks, matches, lighters.
- Energy drinks.

- Pornographic/explicit material (as per DfE guidance).
- Stolen Items.

Confiscated items will be discussed with parents and disposed of where appropriate, or handed to the police. Guidance for searches undertaken in school can be found here:

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

Safeguarding and Inclusion

- All behaviour incidents are logged and monitored.
- Students with social workers or EHCPs are supported through multi-agency collaboration.
- Staff follow KCSIE 2025 and log concerns on MyConcern.
- Learning Support, Heads of Year, Interventions and Alternative Provision are used to prevent exclusion and support reintegration.

Monitoring and Evaluation

- Behaviour data is reviewed fortnightly.
- SLT and Heads of Year analyse patterns and intervene.
- Staff consistency is monitored through walk-throughs and student voice.
- Leaders are held accountable for outcomes and support.

Policy Review

This policy will be reviewed annually and updated in line with DfE guidance and school priorities.