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1. Legal requirements of Governors

Without a strong commitment to student discipline, effective teaching and learning cannot take place. The Governing Body have a legal responsibility to prepare a policy which outlines the standards of behaviour expected in school, how students are encouraged to conform and what sanctions may be applied where problems arise. This Policy should be available to all parents and the Governing Body must aim to get parental support in ensuring that it is implemented effectively.

2. Aims of the School Policy

At Alder Community High School our Behaviour Policy will aim to:

- ensure that effective teaching and learning can take place;
- ensure students feel happy, safe and secure;
- promote excellent behaviour and encourage students to behave responsibly both in and out of school;
- promote a range of positive values and attitudes and an understanding of rights and responsibilities;
- provide systems for dealing effectively with incidents of unacceptable behaviour.

In addition, this amended COVID 19 policy will aim to:

- ensure that we maximise control measures in school to minimise any risks from coronavirus;
- ensure that consideration has been made to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable;
- ensure that robust hand and respiratory hygiene in schools is followed (see Section 1 of *Guidance for full opening: schools*);
- ensure that all students are provided with a full educational experience.

3. Implementation of the School Policy

As a staff we have a collective responsibility for implementing our Behaviour Policy and ensuring high standards of student discipline. Classroom teachers are responsible for managing the behaviour in their own classroom. Progress Leaders are responsible for monitoring student behaviour across their year group(s) and will normally deal with any serious breaches of school discipline or where there are concerns about particular students across a number of subjects. Similarly they will support Form Tutors and subject staff by providing advice and guidance and in instigating report card procedures when necessary. They will also liaise with parents and help co-ordinate the school reward schemes. The Senior Leadership Team will work closely with, and support, Progress Leaders in ensuring acceptable standards of student behaviour.

Form Tutors

Form tutors are responsible for making sure their form students are wearing the correct uniform and have the necessary equipment for school. They are also responsible for any students in their form who are subject to the white behaviour report.

4. Key Principles

- As with other school policies our Behaviour Policy will only be effective if it is applied consistently by all staff. However it is recognised that there are occasions where there needs to be flexibility in dealing with particular students or circumstances.
- One of the key determinants in establishing excellent behaviour in any school is through the example set by staff. At all times we must act as role models and set high standards in the way we speak to and interact with individual students and classes. As staff we will be 'persistent, consistent and insistent' on good behaviour.
- Our Behaviour Policy is based firmly on positive reinforcement and 'certainty not severity' where students are praised for getting things right. However there are also procedures and guidelines in place for dealing with any problems that arise.
- As a school we employ a range of strategies to support students with behavioural difficulties. These strategies are normally coordinated by the Progress and Pastoral Team. Due to the updated guidance on the reopening of schools, our pastoral provision may be reduced in capacity at times. Progress Leaders support students in their year group through the use of report cards, Progress reports, behaviour books etc. that include specific targets, and through the use of rewards and sanctions.
- We always seek to work with parents and keep them fully informed if there are concerns about behaviour. Similarly, of course, we are just as keen to contact parents when things have gone well. Unfortunately, due to COVID 19 restrictions, parental meetings will only take place with prior appointment and cannot take place during the school day.

- Departments should, where possible, manage student behaviour within their departmental teams. The first point of referral for a subject teacher would normally be the Curriculum Leader.
- Staff are responsible for student behaviour in their own classroom and should not simply refer problems to other colleagues. Clearly though support is readily available and staff should not be afraid of asking for help when they need it. Asking for support or advice is not seen as a sign of weakness. Coaching support can be provided through our school programme.
- Where difficulties are referred to a Curriculum Leader, Progress Leader or member of SLT, the member of staff concerned should still be involved in resolving the issue and applying any sanctions as appropriate. A temporary 'COVID on call support system' will be implemented in school to support teachers and students where appropriate.
- We will always encourage the highest standards of behaviour on the way to and from school and indeed whenever students are representing our school.
- Clearly staff must avoid using any physical contact when dealing with an incident, no matter how frustrating a situation may have become, other than where deemed absolutely necessary as outlined in the policy on the use of force.

5. COVID 19 Student Expectations

To ensure that our school adheres to 'COVID 19 - Implementing protective measures in education and childcare settings', students will be expected to:

- remain in their allocated groups at all times during the school day.
- remain in the classrooms and allocated rooms as directed by staff at all times.
- remain in the seating plan as directed by the staff.
- follow the one-way system when moving around school.
- have minimal physical contact with other students.

For cleaning and hygiene purposes, students will be expected to:

- wash their hands frequently with soap and water for 20 seconds and dry them thoroughly;
- use hand sanitiser upon arrival at school, when exiting the classroom, before and after eating, and after sneezing or coughing;
- use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it');
- use the toilet at allocated times. Students will not be allowed to use the toilet in the middle of a lesson.

In outdoor spaces students will be expected to:

- remain in their allocated outdoor space;
- follow all instructions given by any member of staff.

The use of face masks:

From 1 September 2020, new advice will apply to the use of face coverings by staff and students in schools and other education institutions that teach students in Years 7 and above in England. This guidance can be found on the Government website. In areas where local restrictions are in place, including Tameside, it will be mandatory for students and staff to wear a face covering in school areas where social distancing is difficult.

Students must wear a face covering on public transport and on entry to school. Once they are in their form rooms they can remove the covering and place it in a clean plastic bag. Students will be instructed throughout the day as to when they need to wear the face covering.

Face coverings should be a plain colour and be either washable fabric or of the disposable type. Students should bring a small clean plastic bag to store their face covering when not in use.

Face masks must:

- cover both the nose and the mouth
- not be allowed to dangle around the neck
- not be touched once put on, except when carefully removed before disposal
- be changed when they become moist or damaged
- be worn once and then discarded (or washed) - hands must be cleaned after disposal

To maintain the safety of children and staff at all times, students who deliberately or maliciously fail to adhere to these expectations will be dealt with by SLT. Students may be placed into Headway Stage 2 for a one-off incident or receive a fixed term exclusion.

6. Classroom Code of Conduct

Our code of conduct is displayed in all classrooms.

7. Good practice and staff development

Good practice

We have a responsibility to prepare interesting lessons with pace and challenge that motivate and engage students. So, to establish better consistency, we ask staff to:

- Be well organised and have all the materials and resources that they need to hand;
- Welcome students at the door to their classroom; be proactive with managing corridor behaviour.
- Have a 'Do Now' ready so students have something to be learning, settling them or hooking them into the topic quickly so little time is wasted;
- Use FOCUS to gain whole class attention;
- Speak to late students when they are seated and beginning work, issuing the appropriate sanction (All detentions will be after school);
- Use a seating plan that is strategic and maximises learning;
- Use praise and reward progress and effort;

COVID amendments

- Students will not line up at a classroom door but will instead enter the classroom as soon as they arrive. They will be given an antibacterial wipe to sanitise their work space. This will remain at their work space until their exit of the classroom.
- Students will be seated side by side and facing forwards, rather than face to face or side on where possible. Unnecessary furniture will be moved out of classrooms to make more space.
- Students will remain in their allocated seats for the entire lesson and will only move when directed by the teacher.
- The teacher should remain distanced from the students where possible.

Clearly staff must always be punctual for lessons and registration as problems will arise if classes are left waiting in corridors. Staff should also stand at their doors at lesson changeover both to greet their class and to help supervise corridor behaviour. Staff should also ensure students are following the COVID 19 one way system around school. Staff must not leave classes unsupervised at any point. If there is an emergency, staff should use the COVID 19 on call support system.

Staff Development

Behaviour/classroom management forms part of whole school CPD each year. It takes the form of:

- Teaching and Learning drop in sessions led by Alder staff.
- Calendared CPD sessions throughout the year for new staff/NQTs and student teachers
- Classroom Action Research sessions for groups of staff each year

8. Classroom Management

Where problems do arise, staff should always try to respond calmly. Many potentially difficult situations can be avoided by:

- A simple warning look
- A quiet word

- Using the student's name when you are talking to the class
- Amending your seating plan

However, if low level disruption persists follow the procedure below

STRIKE 1



Name of the student on the board or traffic light with a '1', this needs to be visible for the students. Again expectations can be reinforced.

STRIKE 2



Name of the student on the board or traffic light with a '2', this needs to be visible for the students. Again expectations can be reinforced. Possible time out given (2 minutes maximum). Detention issued (15 minutes after school, parents informed) at this point behaviour and detention recorded on SIMS.

STRIKE 3



Student exited using the COVID on call support system. Sanction is 1 hour, logged on SIMS and parents informed. Students refusing to comply with COVID on call support system will be referred to SLT and placed into Headway Stage2.

Certain extreme behaviours may result in an immediate strike 3.

Failure to attend a Strike 2 detention results in an escalation to Strike 3 detention. Students are expected to attend this escalated detention on their own. Due to the staggered end times of the school day, all students should report to the main hall for their detentions. Staff will then collect their own students and take them to their classrooms which will be sanitised. If a student fails to attend a strike 3 detention, they will be collected by a member of staff after school on the following day (again, students will be kept in the main hall until staff collect their students). If a student fails

to complete a detention they have been collected for they will be placed into Headway the following day. The detention will then be completed after school that day.

N.B Students cannot work off their strikes or strikes carried over to the next lesson.

All class detentions take priority over 'Lates' detentions.

Class teachers are responsible for their own detentions; please make sure parents are informed of any after school detentions. CLs should be used to support detentions or repairs when necessary. Low level disruption may include failing to complete enough work to an expected standard.

Parking System

When students are removed they are expected to be 'parked' with another teacher within their year group bubble. The COVID on call support system will be used to ensure that the student remains in their year group bubble.

9. Rewards

The idea is to reward progress, achievement and effort but not behaviour. Alder points (merits) are awarded to students in class who are in pursuit of excellence, show a love of learning or show determination.

Badges

Badges will be given out at the end of each half term during the celebration assemblies run by the Progress Leaders.



Those students that have accumulated points will receive the appropriate badge (additional requirements to achieve the badges are covered in The House System section). Also throughout the year limited edition badges will come available which students will have a time limit to acquire, these are around areas of responsibility and social conscience etc.

There are also badges per subject. Towards the end of each half term, Progress Leaders will ask each department to nominate 5 students only from each year group these students will receive the subject badge. KS4 students will have the opportunity, if they receive more than three badges from the same department, of trading their badges for the limited edition subject black badges.



These badges are additional to other methods of reward at Alder such as positive phone calls, texts, postcards etc.

Staff will record Alder points on SIMS, staff should be proactive in rewarding Alder points. Alder points are rewarded for:

- Pursuit of excellence
- Love of learning
- Resilience

But not for behaviour.

There are many other ways, in addition to Alder points, in which students can be rewarded such as:

- simply commenting positively on work or behaviour as often as possible;
- “Well Done” postcards;
- letters of commendation;
- phone call home to parents;
- praise and presentations in assemblies;
- asking students to show their work to other staff such as Form Tutor, Progress Leader, Curriculum Leader or SLT;
- display of student work.

The House System

At Alder we have six house teams. Each house is named after a species of the Alder tree; Rubra, Incana, Nitida, Crispa, Cordata, and Viridis. Students must wear the correct colour variation of the school tie for their house.

Being part of a house gives our students a sense of belonging and increases their intrinsic motivation; it contributes to raising achievement and drives our culture of pride and success. Each year group has one form in each house and this allows students to support each other, no matter what year group they are in.

Students all have their own House Passport, which is used to record, log and monitor their participation in school life and achievements as they work towards achievement badges. In addition, each week, house points are awarded to form groups with the highest attendance and achievement points totals so that students challenge and support each other in the pursuit of excellence at Alder.

To be awarded an achievement badge there are a number of challenges that must be met. These challenges focus on supporting the vision of our school so that students can fulfil their potential by developing a passion for learning, building resilience, developing a love of learning, all in the pursuit of excellence.

Throughout the year, there are a number of subject-based and whole school house competitions, for example; World Book Day, Modern Foreign Language Spelling Bees and Sports Day!

10. Detentions

Comments/Ethos

- Although detentions are generally used as a sanction they can be used constructively to talk over problems and build bridges between the student and the teacher. They may also be used to complete any missed work.
- Whole class detentions must be avoided as it is always going to be unfair on some students.

Procedures

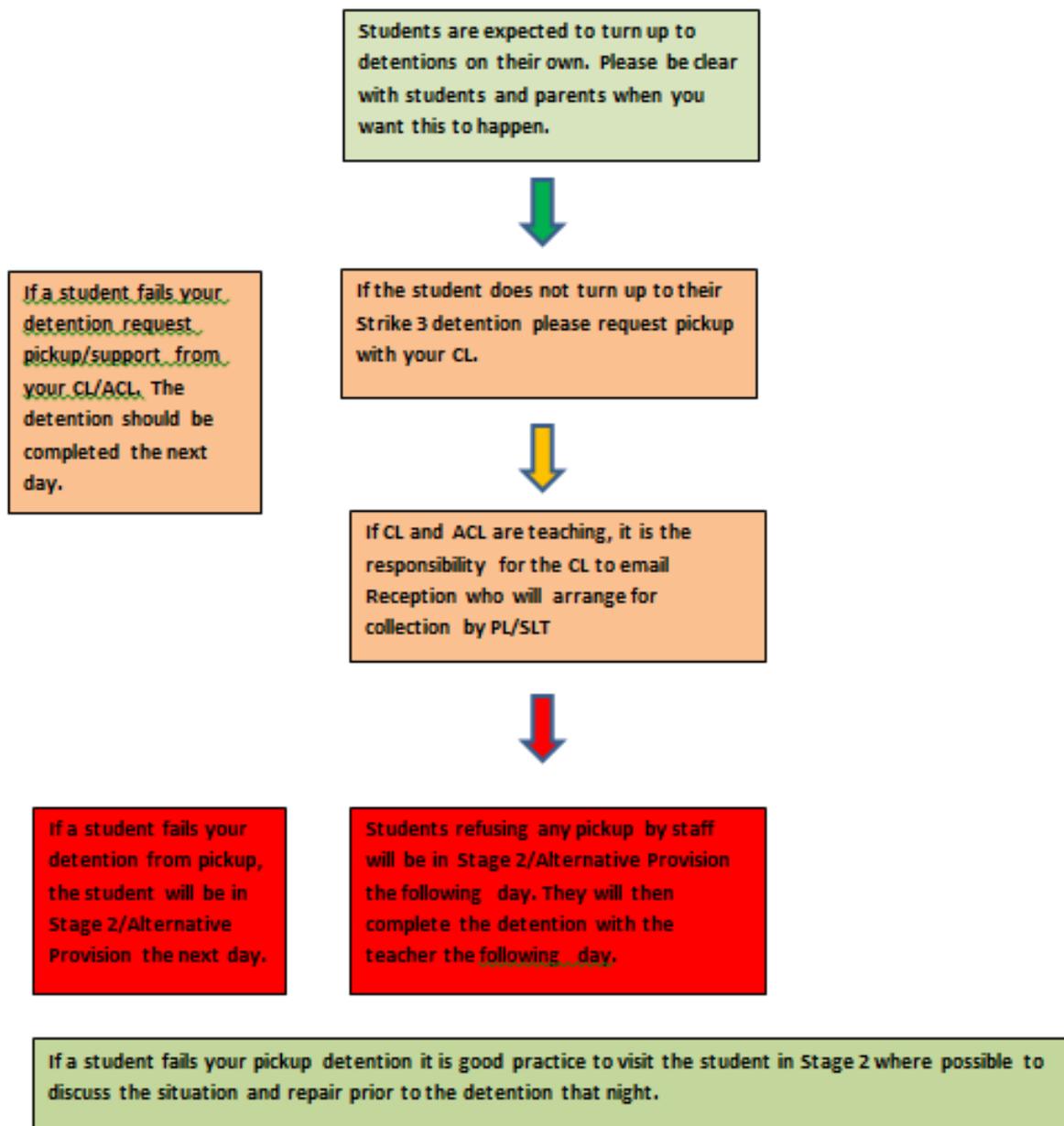
1st Occasion

- Phone/text parents to inform them that their child will be doing the detention on the same night. If this is not possible then the detention night can be rearranged within reason for a different night.
- Student should turn up for the detention themselves. All detentions will start in the main hall.

2nd Occasion (If student does not attend 1st detention)

- Subject teacher, in consultation with the Curriculum Leader to telephone/text parents to inform them that their child has not turned up for the detention. Strike 2 detentions become a Strike 3 detention.
- Failure to attend a Strike 3 results in a pick up on the following night.
- Detention completed (with the support of CL/PL)
- If the detention is not completed, the student will be in Stage 2 or equivalent the following day and the original detention will be completed after school that day.

Escalation system for pickups



Students refusing to do a detention

If the student refuses the instructions given by a member of the SLT or fails to attend the detention on the second occasion, parents/carers may be contacted to arrange a telephone meeting with either the Assistant Head teacher for Behaviour and Inclusion, Curriculum Leader or SLT link. The student will be placed in Headway and the original detention will be done after school.

Other Detentions

Form tutors are responsible for checking uniform and equipment.

1. **Uniform:** Form tutors should check uniform on a daily basis, PLs will be available to support with uniform issues but students will not be sent out of form to rectify this. If there is a uniform issue, please contact the progress leader (who will be based in your year group zone for form time) to rectify the situation. You will need to issue a yellow slip and inform the office to send a text to parents. Detentions will be completed by the Form Tutor. If a student fails to attend the Form Tutor detention they will be placed on the pickup list. Progress Leaders will monitor for persistent offenders. Form tutor to add to SIMs.
2. **Equipment:** Form Tutors should check equipment on a daily basis, PLs will formally check once per week. Students are responsible for bringing the essential equipment to school (see list) but the preferred equipment will also help to reduce cross contamination. Form tutors will check equipment during form time. Failing to have the essential equipment will result in a 30-minute detention after school with their Form Teacher. Progress Leaders will monitor for persistent offenders. Information will be added to SIMs.

Students will be required to bring all of their equipment in a **strong, waterproof school bag**. Although students will not need to carry their PE kit, they will need their bags to carry their exercise books. Students will need to bring their correct exercise books for that day into school. If a student forgets an exercise book, they will be given a 30-minute detention with their class teacher. Teacher will log it on SIMs as an equipment detention.

Year 7 & 8	Year 9, 10 & 11
<p>Essential Equipment</p> <ul style="list-style-type: none"> • Black Pen • Red Pen • Ruler • Rubber • Pencil • Reading Book • Scientific Calculator (model number Casio fx-83GTX, available from school for £11) <p>If a student does not have their essential equipment with them at any point on a given day, they will be given an after school detention of 30 minutes with their form tutor.</p> <p>Preferred Equipment</p> <ul style="list-style-type: none"> • Glue Stick • Pencil Sharpener • Pencil crayons • A pack of tissues <p>The preferred equipment will ensure we reduce the risk of cross-contamination within the classroom.</p>	<p>Essential Equipment</p> <ul style="list-style-type: none"> • Black Pen • Red Pen • Ruler • Rubber • Pencil • Reading Book <p>If a student does not have their essential equipment with them at any point on a given day, they will be given an after school detention of 30 minutes with their form tutor.</p> <p>Preferred Equipment</p> <ul style="list-style-type: none"> • Glue Stick • Pencil Sharpener • Pencil crayons • A pack of tissues • Scientific Calculator (model number Casio fx-83GTX, available from school for £11) <p>The preferred equipment will ensure we reduce the risk of cross-contamination within the classroom.</p>

11. Report Cards

Students getting 8+ behaviour points in any given week could be issued with a report. Report cards should only be instigated through Progress Leaders and Curriculum Leaders, in the form of either a subject specific or whole school report card. Subject specific reports will have subject specific targets. Whole school reports will monitor whether students have been given strike 1, 2 or 3 during lesson. Parents or carers should be informed if students are placed on report card. There are three colours of report card; white, yellow and red which signify our growing concerns about any particular student. Students will normally start on a white report card.

Progress Leaders will consult with staff and decide who the student should report to at the end of each day. Failure to report on more than one occasion in any particular week will trigger a detention. Repeated failure to co-operate will lead to more serious sanctions.

If, after 10 days (or earlier if need be) there is no improvement in attitude or behaviour and the student is still causing difficulties then he or she may be moved from a white report card to a yellow one. Parents/carers should again be informed and warned that should the student move on to a red report card they may need to attend a meeting with a member of SLT.

If, after 10 days, there is no improvement or the situation deteriorates still further the student may be moved from a yellow report card to a red one. Parents will be informed by SLT. Parents and students will be warned that fixed term exclusions or other serious sanctions such as a referral to Stage 2 will follow if the situation does not improve.

The move from white to yellow and then red report cards represent significant and serious steps in our pastoral procedures. If a student moves to a red report card then a range of strategies will already have been tried and there will almost certainly have been some involvement from the Special Needs Department or Learning Mentors.

Normally, a student will stay on a particular colour of report for 2 weeks. If the student is successful on Red, they will 'step down' to Yellow for one week. If the student is then successful on yellow for a week then he/she will come off report card. Moving to white may not necessarily be required and can be at the discretion of the PL.

12. Behaviour Management Structure

Incidents are categorised into four groups in terms of who will deal with them. The four groups are 'teacher level' (TL), Curriculum Leader level (CL), Progress Leader level (PL) and Senior Leadership Team level (SLT). There are a range of sanctions available to staff at all levels which should be applied appropriately and in proportion to the incident.

Behaviour descriptors

TL: Strike 2

TL: Strike 3

TL: Punctuality/attendance

TL: Other incident

TL: No PE Kit/Equipment/Uniform infringement

TL: Truancy

TL: Failure to attend detention

TL: Non-compliance with homework

CL: Subject report

CL: Open defiance to CL

PL: Multiple incidents across a number of departments

PL: Fighting

PL: Bullying in all its forms

PL: Dangerous/reckless behaviour

PL: Serious damage to property

PL: Theft

PL: Selling items to other students

SLT: Serious incident at SLT level

SLT: Report

SLT: Racist/Homophobic/SEND incident

SLT: Failure to comply with SLT collection

STAGE 2: Non compliance

Sanctions/Action taken

The following are a list of sanctions/actions available in SIMS.

Teacher Level (TL)

TL: Strike 2 detention

TL: Strike 3 detention

TL: Punctuality/Attendance

TL: Other detention

Curriculum Leader level (CL)

CL: Department report

CL: Parental contact

CL: Refer to PL

CL: Remove to CL for one week

CL: Removal of ICT permissions

CL: Withdrawal of practical activities for one week

Progress Leader level (PL)

PL: White report card
PL: Yellow report card
PL: Red report card
PL: Attendance/Punctuality report card
PL: Stage 2 report card
PL: Detention
S2: Additional Stage 2 time
S2: Alternative provision
S2: Exclusion

Senior Leadership Team level (SLT)

SLT: Modified timetable
SLT: Common Assessment Framework
SLT: Stage 2
SLT: SLT panel
SLT: Governors' panel
SLT: Alternative off site provision
SLT: Fixed Period Exclusion
SLT: Managed move
SLT: Pupil Placement-Denton (N/A)
SLT: Pupil Placement-Hyde (N/A)
SLT: Pupil Placement-Droylesden (N/A)
SLT: Pupil Placement-All Saints (N/A)
SLT: Pupil Placement-Rayner Stephens (N/A)
SLT: Pupil Placement-Audenshaw (Males only) (N/A)

All incidents dealt with at SLT level will usually involve more serious sanctions such as the use of Headway Stage 2. In some cases, Progress Leader level incidents may lead to the use of Headway Stage 2.

Sanctions should be issued according to the level of behaviour. The above is meant to be a guide so that incidents are dealt with appropriately and sanctions are in proportion to the incident.

Headway Stage 2 Provision

Headway Stage 2 is an alternative provision/alternative to a FTE for students involved in either a one off but very serious incident or those who persistently behave inappropriately. It can be used as an alternative to fixed term exclusion.

Expectations will be made clear to all students in Stage 2. Each student will be subject to the same classroom protocols such as Strike 1, 2, 3 etc. for the length of their referral to Stage2. If expectations are not met, the referral time will be extended. Teaching will take place in Stage 2 to ensure that learning occurs.

COVID amendments

- Headway Stage 2 will have a modified layout with a maximum capacity of 6 students. There will be the possibility of an overflow room where required. As this will cross year group bubbles, students will remain 1 metre + apart from each other.
- Students will remain in Headway Stage 2 for full days and will not return to mainstream during the school day. Students can be entered into Headway Stage 2 at any point during the day after following the robust hand hygiene measures.
- Students will work on laptops which will be sanitised at the end of each day. Teachers will email work to the student and copy in the Stage 2 co-ordinator. Work may also be set on Microsoft Teams. Work should be returned to the teacher via email or through the submit work option on Microsoft Teams.
- Headway Stage 2 will operate a 9am start and 3pm finish.
- If a student fails to comply with the expectations in Headway Stage 2, they will be placed with a member of SLT. If they continue to fail to comply, they may be given a fixed term exclusion.

13. Exclusion

Clearly the use of fixed term exclusions represents a very serious step and can only be authorised by the Head teacher/Deputy Head teacher. Normally there will be discussion and consultation between members of SLT and with Progress Leaders before a student is given a fixed term exclusion. All fixed term exclusions are recorded and Governors informed at termly meetings. Parents and students are invited to attend a re-admission interview before the student returns to school. The school has a responsibility to make work available for a student during a period of exclusion.

The use of a permanent exclusion is the ultimate sanction that a school has and will only be used in response to a very serious incident or a series of incidents where the behaviour of a student is not allowing other students to learn, represents a threat to others or shows a persistent and blatant disregard for school rules. Where a student is permanently excluded for a cumulative series of incidents or difficulties, the school will have initiated a range of measures in an attempt to support the student and modify his or her behaviour before taking this step.

14. The use of Force

(See Appendix 1)

Power to search pupils without consent

- In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - e-cigarettes and vaping fluid
 - 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.
- Force cannot be used to search for items banned under the school rules.

Failure to comply with a reasonable request to search will result in a Fixed Term Exclusion

15. Behaviour Support

There are a range of strategies aimed at supporting students with behavioural problems from the setting of specific targets to the provision of Learning Mentors, Learning Support Assistants and the Learning Support Centre, the use of work or college placements and the involvement of the LEA and other Outside Agencies. Behaviour support is usually co-ordinated by the Progress and Pastoral Team and further details can be found in the school's SEN policy. COVID 19 requires all additional learning or behaviour support to be closely planned for. Any additional support will be formalised in line with the whole school Risk Assessment.

16. Parents

If students are to fulfil their potential it is vital that staff and parents work together. As such home-school liaison is an extremely important aspect of our Behaviour Policy as outlined in the home school agreement.

Progress Leaders have considerable contact with parents and will phone home to discuss particular issues or difficulties. Telephone meetings will be preferential and any face to face meeting with

parents will only take place outside of school hours and only where absolutely necessary. Parents will, of course, always be consulted if there is a referral to an outside agency unless, of course, it is an issue which falls within the guidelines for confidentiality.

17. School Uniform

Students should wear full school uniform.

The uniform is:

- Black blazer with school badge
- White, long or short sleeved shirt
- Clip on school tie with house logo embroidered.
- Boys – smart black tailored trousers with black socks (not patterned or coloured)
- Girls – smart black skirt or smart black tailored trousers with plain black tights or black or white socks (not patterned or coloured)
- Plain black shoes
- If required, plain black belts are acceptable. They should not have large buckles or any other pattern or colour.

On the day a student has PE, they should come to school wearing their PE uniform and keep it on all day. Students are permitted to wear, on top of their PE kit (Alder branded T shirt and shorts) an Alder PE hoodie and track pants. This is a temporary measure. Alternatively, students can wear their blazer.

In addition:

- Jewellery should not be worn, other than only one pair of small, plain studs in the lower lobes only.
- Shirts must be tucked in.
- Shirts should be fastened to the top and a clip-on tie should be worn correctly.
- Skirts should be of an appropriate length for school;
- Coats and other outdoor wear must not be worn inside the school building;
- Hats should not be worn inside the school building.
- Hair should be a natural colour (no dip dyes). Extreme hair-cuts are not acceptable. Hair should be cut no shorter than a grade 2.
- Nail varnish, false nails, extreme fake tan, extreme make up and false eyelashes are not allowed.

In our drive to continuously raise standards we operate a zero-tolerance policy on school uniform. Form tutors check uniform during form-time and if a student has incorrect uniform they should issue a yellow slip and notify the appropriate PL. The student will then complete a 30 minute detention after school with their Form Tutor. This will happen each day the uniform is incorrect. Parents are

asked to notify school if there is a problem with their child's uniform, however the detention will still apply.

Students who are not in school uniform may be sent home by SLT to get changed (if parents can be contacted and the student lives locally). Progress Leaders could decide to isolate a student or alternatively the student may be placed in Stage 2 until their uniform is correct. We may provide clean and sanitised uniform and shoes for students to wear to ensure that they can continue with their learning as soon as possible.

Students arriving at registration or a lesson with inappropriate jewellery will be asked to remove it and put it away. Persistent offenders will be asked to leave jewellery with the Progress Leader or a member of the SLT and collect it at the end of the day. This will be placed in an envelope by the student and will not be touched by a member of staff.

We must have high expectations of dress and appearance. It is a lot easier for us to enforce the school code on uniform and jewellery if the procedures outlined above are followed by all staff.

18. Mobile phones/Smart Watches

Students must not use mobile phones in school. All students are aware that if they are seen with a mobile phone or if one goes off in a lesson, then it will be confiscated and placed in the school office until a parent can collect it. Headphones should not be on display and will be confiscated if used during the school day.

Smart watches are also not allowed in school. The same confiscation rules apply to smart watches. If a mobile phone/smart watch is confiscated it is handed into the office where parents can collect between 3pm-4pm. If it isn't/cannot be collected the phone can be returned the **following** Monday to the child at 2:45.

Any item which is confiscated will be placed in an envelope by the student so that no cross contamination can occur.

19. Break and Lunchtime

Students are not allowed off the school site at either break or lunchtime.

Students will have limited access at break and lunchtime to the dining hall, toilets and an area of outside space. They are expected to behave responsibly and in line with the COVID 19 expectations on minimising the risks of contamination.

Corridor Behaviour

Students must enter the building through their designated entry point and follow the one-way systems around school to reduce the risk of contamination. Students should walk around school in single file. Students should not make any physical contact with other students.

20. Selling

Although entrepreneurial flair is to be applauded, students should not sell any item in school. In the event of a student being caught:

- Parents will be informed via a phone call
- Any confiscated items must be collected by a parent by prior appointment
- Students caught “selling” will be placed in after school detention for one week

21. Punctuality to school

Students arriving late to form time (8.50am) will stay for 15 minutes at the end of the school day. Students who are too late for registration should sign in at reception and will be told that they should complete a detention that night. Students will complete their time with their class teacher if they have missed a lesson. If the student fails to attend their late detention, they will be collected by a SLT/CL/PL the following evening and the initial 15 minutes is doubled to 30 minutes.

22. Punctuality to lessons

Comments/Ethos

Punctuality to lessons is essential to effective teaching and learning.

Procedure

Students who are late for a lesson for a legitimate reason should have a note of explanation from the member of staff concerned. Please do not send the student back to get a note if they haven't got one (this may interrupt another lesson as well as delaying the start to yours even more), check with the member of staff concerned later.

Students who are significantly late to lesson (5 minutes) should be given a 15-minute detention after school. This should be recorded on SIMs and parents should be informed.

Late to lesson persistent offenders may be placed on a punctuality report. This may be monitored by their progress leader or their form tutor.

Teachers who keep students at the end of the lesson for any reason should issue a note to explain why they are late to the following lesson.

23. Smoking

Comments/Ethos

Smoking of cigarettes or e-cigarettes is not allowed on school premises.

- Students are discouraged from starting to smoke through our comprehensive PSHE programme.
- Students who are already smokers are encouraged to stop and may be referred to a health mentor.
- Students suspected of carrying an e-cigarette may be subject to a non-contact search by SLT. If found with one, it will be confiscated, placed in an envelope and will have to be collected by a parent or guardian listed on SIMs.

Procedure

- Students caught smoking or in the company of smokers on school premises or on the way to or from school will be sanctioned by being given a detention every night after school for a week. All of these detentions are logged.
- Students who are regularly caught smoking may be referred to the health mentor and parents will be informed.
- All students caught smoking three weeks consecutively in a half term should be referred to the health mentor.

24. Links to other policies and policy statements

Further information and guidance on dealing with specific issues may be found in the following policy documents and statements:

- Race Equality Policy (to be superseded by the Equality Policy)
- Uniform policy
- Equal Opportunities Statement (to be superseded by the Equality Policy)
- Special Educational Needs Policy
- Drugs Policy
- Safeguarding/Child Protection policy

25. Monitoring and evaluation

The school evaluates the effectiveness of its behaviour policy by monitoring the number of incident sheets, referrals to Stage 2, fixed term and permanent exclusions. We also gauge stakeholder views through the use of questionnaires (students, parents, staff and supply staff) and Year team meetings.

Review date December 2020