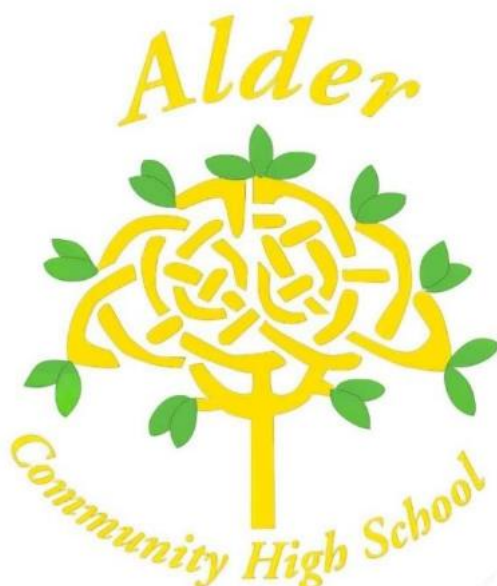


Alder Community High School



Positive Behaviour Policy

Author:	Deputy Headteacher – Behaviour and Culture		
This policy was agreed by governing body delegation This policy supersedes all previous policies relating to this area.			
Implemented:	Autumn 2026	Review date:	Autumn 2027
Statutory Required to be on school website			

Revision Date	Section	Details

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1.0 Alder Community High School Vision: To all be outstanding in all we do

At Alder Community High School (Alder), we are dedicated to:

- A nurturing and inclusive learning environment.
- allowing every student to feel safe, valued and empowered to reach their full potential academically and personally.
- cultivate critical thinkers, compassionate leaders, and responsible global citizens, equipped with the skills, knowledge, and resilience to thrive in a rapidly evolving world.
- developing personal growth and community engagement.
- inspiring our students to become lifelong learners and active, positive contributors to society.
- a culture of academic excellence, empowering students to reach their full potential to be at least equal with peers both locally and nationally on their pathway to post 16 opportunities.
- Building togetherness, to create opportunities for curiosity to be ignited, creativity celebrated, and diversity embraced.
- ensuring that every student has the opportunity to succeed and make a positive impact on the world.

2.0 Governance behaviour principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The governing body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review. This statement is informed by our vision and school and values.

This is a statement of principles not practice. It is intended that this set of principles reflects the Alder Values, Vision and ethos and is utilised to guide the whole school behaviour policy.

There is an expectation that policy and the actions within be in accordance with the school responsibilities under equality legislation. [Governing Body Statement of Principles.docx](#)

3.0 Aims of policy

This policy aims to ensure that all members of the Alder community:

- Embody our ALDER Values.
- Uphold our Vision.
- Ensure students are rewarded for upholding our Alder Values and The Alder Way.
- Feel confident and safe in and around the school site throughout the day.
- Expect correctives where expectations fall below the expected standard.

4.0 The Alder Values

We encourage our students to live by our values in all that they do.

- **Altruism** – having a genuine and selfless concern for others.
- **Leadership** – inspiring and empowering a community to achieve a shared vision by leading by example.
- **Diversity** – celebrating, accepting and respecting that everyone is different both in school and in our community.
- **Excellence** – striving to achieve your best in all that you do.
- **Resilience** – turning challenges into something positive and never giving up.

5.0 The Alder Way

Alder's behaviour systems are underpinned by The Alder Way. Whether within a lesson, at social times, during lesson changeovers or representing Alder on school visits / trips all students at Alder are expected to follow six basic Alder Way rules:

1. Respect everyone and our school environment
2. Demonstrate our ALDER Values in all we do.
3. No mobile phones/personal ICT at any time
4. Correct uniform and equipment always [which includes no jewellery, no hoodies]
5. No chewing Gum
6. No eating or drinking on the corridors

The Alder Way is enforced 'gate to gate' on the school site

6.0 Behaviour management and routines

The ALDER Values and The Alder Way underpin the effective management of behaviour at Alder Community High School:

- All teachers will manage classroom behaviours using our Alder Values and The Alder Way.
- The Alder Way is promoted and practiced in EVERY lesson EVERY day.
- Our shared teacher toolkit; a bank of effective classroom management strategies, underpins all teachers' practice, and brings consistency to the classroom behaviour and expectations.
- Teachers reward and record behaviour incidences using Class Charts which is our primary method of communication with parents/carers.
- New staff are inducted by the behaviour lead into all behaviour routines and systems.
- Supervision at changeover maintains a calm, safe environment during lesson transitions.
- The Audiebant communication system supports students with punctuality to lessons and communicates lesson changeover times for consistency.
- A tiered rewards system is used to celebrate students' academic and pastoral achievements linked to our Values.
- Staged behaviour reports act as layers of personalised behaviour support for students and are aligned to the Alder Way.
- The School Leadership Team (Senior Leadership Team/Extended Leadership Team) Pastoral and Year leads 'Walk the School' every lesson to promote and celebrate success in learning.

- Compass (internal alternative provision) is used to enable students to reflect on their behaviour and avoid fixed term suspension. Those who are in Compass repeatedly are placed on a bespoke intervention to break the cycle.
- Students have a responsibility to conduct themselves in line with the Alder Values and following the Alder Way.
- Where students may require support with SEMH, bereavement or ACE's, we offer internal trauma informed interventions such as our dedicated school counsellor and our behaviour mentor.
- Students on the SEND register are expected to adhere to the same expectations of behaviour, but reasonable adjustments, as well as appropriate interventions are applied appropriately.
- Curriculum Leaders and Assistant Curriculum Leaders support behaviour in their departments.

7.0 Unacceptable behaviour

Whilst at Alder we focus primarily on maintaining a culture and ethos that promotes positive behaviours it is essential that there are systems in place to tackle, on a consistent basis, poor behaviour that detracts from learning, may be harmful to an individual or others or indeed be illegal.

Poor or unacceptable behaviour is defined as:

- Refusing to align to The Alder Way.
- Not demonstrating our Alder Values.
- Disruption in lessons, in corridors between lessons, and at brunch and lunchtimes.
- Deliberate non-completion of classwork or Independent Learning.
- Poor attitude to learning or interactions with others.
- Incorrect uniform/basic equipment.
- Refusal to cooperate with peers or members of staff.
- Poor attitude/lack of respect towards a staff member.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules despite these having been brought to the student's attention.
- Any form of bullying-see Anti-bullying policy.
- Sexual violence, such as rape or sexual assault (including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: a) Sexual comments. b) Sexual jokes or taunting. c) Physical behaviour such as interfering with clothes d) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Poor attitude / lack of respect towards a staff member
- Vandalism
- Theft
- Fighting
- Smoking / Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items including:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- E-cigarettes or vapes
- Fireworks products
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student themselves).

8.0 Restrictive Interventions and the Use of Reasonable Force

Alder is committed to maintaining a safe, calm and respectful learning environment in which restrictive interventions are rarely, if ever required. All staff are expected to prioritise positive relationships, effective behaviour management, reasonable adjustments, and de-escalation strategies to prevent incidents from escalating wherever possible.

All members of staff have a statutory power to use reasonable force where it is lawful, necessary and proportionate to do so. This power should only be exercised to prevent a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- causing serious damage to property; or
- seriously disrupting the good order and discipline of the school where less restrictive measures have been unsuccessful or are inappropriate.

Before using any restrictive intervention, staff must, wherever practicable, consider whether alternative strategies are available and whether these would effectively reduce the risk. Any intervention must represent the least restrictive option, using the minimum force necessary for the shortest possible time to achieve a legitimate aim.

When making decisions, staff must take account of the individual circumstances of the pupil, including their age, size, level of understanding, communication needs, medical conditions, disability, special educational needs, previous trauma, and any agreed behaviour support or risk management plans. Staff must also have due regard to their duties under the Equality Act 2010 and make reasonable adjustments as appropriate.

Throughout any incident, the welfare and dignity of the pupil must remain paramount. Staff should continually assess whether the intervention remains necessary and should reduce or cease the intervention as soon as it is safe to do so. Restrictive interventions must never be used as a punishment, to secure compliance where there is no immediate risk, or in a manner that is intended to cause pain, humiliation or distress.

Following any restrictive intervention, staff must:

- ensure that all pupils and staff involved are safe and receive any necessary medical attention or emotional support;
- report the incident to a member of the Senior Leadership Team as soon as reasonably practicable;
- complete a 'staff safe' recording and reporting procedures before the end of the working day, or as soon as possible thereafter;
- participate in any post-incident review to identify learning, consider whether behaviour support plans or risk assessments require amendment, and identify any further support or training required with a member of the senior leadership team.

Staff are expected to undertake relevant behaviour management and de-escalation training provided by the school and to follow this policy, associated risk assessments, individual pupil plans, safeguarding procedures and any agreed restrictive intervention protocols.

The Headteacher and senior leaders will ensure that all incidents involving restrictive interventions are reviewed to monitor proportionality, identify patterns or trends, support staff, safeguard pupils, and inform future practice. Parents or carers will be informed of significant incidents involving restrictive interventions in accordance with the school's reporting procedures.

9.0 Responsibilities

The below highlights key responsibilities within the school community.

9.1 Leadership and management

The Board of Governors and Headteacher have overall responsibility for the effectiveness and implementation of this behaviour policy:

- The Deputy Head (Behaviour and Culture) along with the Senior Leadership Team (SLT) are responsible for overall leadership and management of the behaviour at Alder and for reviewing this policy.
- Heads of Year, Pastoral Leaders and Education Welfare Officers are responsible for Attendance, Report monitoring and Pastoral Care for students in their year group/s.
- All staff are responsible for consistently and fairly applying the school behaviour systems and modelling our Alder Way and ALDER Values.
- Parents/carers must support Alder in ensuring the highest standards of student conduct both inside and outside of school.

9.2 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the positive behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in interactions with students.
- Modelling expected behaviour, positive relationships our Alder Way and ALDER Values.
- Adapting the curriculum and interventions to the specific needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold the Alder Way and expectations.
- Recording behaviour incidents promptly and accurately.
- Challenging students to meet the school's expectations.

9.3 Parents and carers

In order for students to be successful, Parents and carers, must:

- Familiarise yourself with the school's positive behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's positive behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions or reintegration meetings).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Participate in school life and culture.
- Attend parents / carer evenings and support events.
- Engage with Class Charts and Alder social media positively.

9.4 Students:

Students will be made aware when they start school and on an ongoing basis:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the positive behaviour policy.
- The Alder Way and Alder Values.
- The rewards they can earn for meeting the behaviour expectation, and the corrections they will face when this doesn't happen.
- The pastoral support that is available to them.

10.0 Mobile Phones:

In line with current statutory expectations for all schools, students are not permitted to use mobile phones or other personal smart devices during the school day. This approach is intended to support learning, improve behaviour and engagement, reduce distractions, promote positive social interaction, and help safeguard students.

For the purposes of this policy, "mobile phones" includes smartphones and any personal smart device capable of communication, internet access, photography, audio or video recording, or messaging.

Students must ensure that mobile phones and personal smart devices are switched off (not on silent mode) and kept out of sight throughout the school day, placed either in the inside blazer pocket or inside their school bag from arrival on the school site until they leave at the end of the day (gate to gate)

Devices must not be seen, heard or used during lessons, lesson changeovers, brunch, lunch, or while moving around the school site unless a specific exception has been authorised by the Headteacher.

Where a phone is seen, heard or a student is found using, or attempting to use, a mobile phone or personal smart device during the school day, staff will confiscate the device in accordance with the school's Behaviour Policy and statutory powers. The device will be returned to parents / carers only at a time they can collect. The school office hours are 8:00a.m - 4:00p.m. Refusal to hand over a device when requested by a member of staff will be treated as a failure to follow a reasonable instruction and is likely to result in further correctives.

Exceptions may be made where the use of a mobile phone or smart device forms part of a student's documented medical needs or other agreed reasonable adjustment. Any such arrangements must be authorised in advance by the school.

The school accepts no responsibility for loss, theft, or damage to mobile phones or other personal smart devices that students choose to bring onto the school site. Students bring such devices at their own risk.

11.0 Basic equipment

In order for students to attend school each day ready for learning, they must bring with them their basic equipment which is one of our school rules. This is an expectation of **every item, every lesson, every day**. Failure to come to school

with full basic equipment will result in negative behaviour points and possible detentions. Basic equipment items are 'sold' at student services and can be 'purchased' using their rewards points on Class Charts. Students services is open every day before school. Basic equipment consists of:

- School bag
- 2 Pens (black or blue)
- 1 red pen
- Reading Book (KS3 compulsory)
- Pencil
- Rubber
- Ruler
- Pencil case
- Calculator (Casio Scientific)
- Water bottle

Basic equipment is checked by Form Tutors, Teachers, Heads of Year and Pastoral Leads everyday

12.0 School uniform

Our expectation is that students not only wear correct school uniform as detailed in the [School Uniform and Equipment Policy](#) but look outstanding when they are doing so. Students are expected to wear full school uniform at all times and ensure they adhere to uniform guidelines set out below:

- It is compulsory that only those items stipulated are permissible to be worn by our students.
- Items of clothing that have a religious or cultural importance should be discussed with the Pastoral team or Head of Year who will make a discretionary decision as to whether the item is appropriate for school.
- The uniform policy applies to students attending off-site provision (including trips) and out of hours' activities unless parents/carers are advised otherwise.
- School blazers must be worn at all times on the corridors (in summer months the Headteacher may relax this rule)
- Waterproof, outdoor coats MUST be removed on entering the school building and then placed in bags or lockers. Sports 'hoodies', 'zip-ups' are not to be worn whilst on the school site, gate to gate.
- School skirts should be of a suitable length and not 'rolled up'.
- **Students must wear black tights with a skirt.** (Socks are allowed in the summer following notification of change to summer uniform rules)
- Students are permitted to wear a wrist-watch but other jewellery items are NOT permitted.
- Smart watches are not allowed due to their increased functionality.
- If students arrive to school wearing banned items of jewellery they will have them immediately confiscated and this will be placed in the safe and will only be returned to an adult at school Reception between 8am and 4pm.
- Students displaying make-up/fake tan/false eyelashes etc will be asked to remove it/them and Pastoral team/ Heads of Year will contact home to ensure this does not happen again.
- If students refuse to remove or repeatedly wear make-up/fake tan/false eyelashes they risk further consequences for breaking the Alder Way school uniform rule.
- All shoes must be black in colour and a 'proper' shoe and not a trainer.
- Reasonable adjustment may be applied to the footwear ruling based on a student's medical / SEND plan at the school's discretion.

13.0 Searches and confiscation

Searching and confiscation is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#). Any prohibited items found in a student's possession as a result of a search will be confiscated. These items may be returned to students after discussion with senior leaders and parents/carers, if appropriate. Illegal items will be retained and stored in a locked cabinet/ safe. The police will be informed.

Searches will be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Parents / carers will be notified if their child has been searched completed of via Class Charts or other school communication systems.

Staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search. In exceptional circumstances the staff member carrying out the search may be of the opposite sex. This may occur when:

- A search of property is only required for example a student's bag or blazer
- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

14.0 Rewarding positive behaviour at Alder

At Alder, to ensure our students become the best versions of themselves, we reward and celebrate them against our ALDER Values. There are three tiers of Rewards at Alder.

Tier 1 – Rewards in lesson

Class teachers reward pupils with Class Charts points against Alder Values:

- Altruism
- Leadership
- Diversity
- Excellence
- Resilience
- Extra-curricular involvement
- Attendance star
- 'Speedy Starts' points
- Exceptional contributions to a lesson

Tier 2 – Weekly subject rewards

Curriculum Leaders ask class teachers to nominate 'Subject Star of the Week' for consistent academic performance across that week, 'Best Book of the Week' for excellent work and 'Form Star of the Week' for excellent contribution to form time. The nominated students within each subject or form are rewarded with a certificate and class charts points.

Tier 3 – Termly / yearly rewards

Students are rewarded half termly in our 'Half Term Heroes' celebration assemblies where they receive badges when they reach Bronze to Platinum for the number of reward points they have gained, certificates for having zero negative points and 100% attendance certificates. At the end of each term subject's recognise outstanding students with

certificates in assembly, nominated students also receive badges for each of the Alder values from their Head of Year, Attendance certificates are also given each term. Students also receive certificates for the tier they have graduated on in the Elevate character development programme. Students are required to demonstrate excellent attendance, punctuality and behaviour all term to be eligible for end of terms rewards events. These include but may not be exhaustive of free breakfast mornings, movie mornings, trips to Alton Towers or Blackpool Pleasure Beach. We also celebrate consistent academic excellence across a whole year through our 'End of Year' celebration evening. Rewards visits and events are a privilege and not an entitlement. Access to these is based upon a review of behaviour and risk assessments.

15.0 Correctives – Alder correction system

Where students don't align to the Alder Way, the Alder correction system will be applied fairly and consistently.

Inside lessons teachers may: Issue a 15 / 30-minute detention. These correctives will be sat at either brunch, lunch or after school at a time determined by the member of staff. Only in absolutely exceptional circumstances will this be changed. A restorative conversation will take place during the detention. All detentions are recorded on Class Charts and students and parents will receive a notification of the detention. Where a detention is missed or avoided, the correction will be taken through the escalation process below:

- Class teacher detention (30-minute detention)
- Curriculum Leader or Progress Leader / Head of Year detention (45-minute detention)
- Compass referral

Where student's behaviour doesn't align to The Alder Way during social time, lesson changeover before or after school a reflect will be issued which is a social time corrective. The student will be issued a 'Reflect', escorted to the classroom and complete a 'Reflect' corrective for the length of time as deemed appropriate by the member of staff which could be brunch, lunch or both.

16.0 Removal from lesson

Removal is a last resort and will only happen, as informed by 'DFE Guidance for Schools 2024', where a student's behaviour has broken one of these three thresholds:

- Unsafe behaviour/throwing items.
- Verbal abuse/threatening behaviour towards another.
- Persistently stopping the learning of the entire class/lesson.

Following a removal, a student would be directed to a regulate classroom. The teacher will instruct the student which room to go in, the students work will follow, and the student will be expected to complete their work in the regulate classroom. A follow up corrective will be issued via Class Charts where a student will complete a thirty-minute detention during which time a restorative meeting will be held. If a student refuses to enter a regulate classroom the student will be directed to Compass for the rest of the day or receive a fixed term suspension as appropriate. Repeated removals from lessons in one day may result in a Compass referral.

17.0 Bullying

Bullying of any type will not be tolerated at Alder. Bullying is defined as behaviour that is:

- Repeated.

- Targeted.
- Intended to hurt someone either physically or emotionally.
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical assault.
- Teasing.
- Making threats.
- Name calling.
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

Any reports of such behaviour are swiftly and rigorously investigated in line with Alder's Anti-Bullying Policy [Anti-Bullying Policy 2026 \(3\).pdf](#)

Homophobia / LGBT+phobia

Homophobia & *LGBT+phobia* is a hate crime and will not be tolerated at Alder. Allegations of homophobia & *LGBT+phobia* will be fully investigated by the Pastoral Leader / Senior Leadership Team. If it is decided that a student has made homophobic comments or who is found to be promoting any type of homophobic bullying, they will be seriously sanctioned. This may result in a fixed term suspension and the student will be at risk of permanent exclusion.

Racism

Racism is a hate crime and will not be tolerated at Alder. Allegations of racism will be fully investigated by the Pastoral Leader or SLT. If it is decided that a student has made racist comments or who is found to be promoting any type of racist bullying, they will be seriously sanctioned. This may result in a fixed term suspension and the student will be at risk of permanent exclusion.

Ableism

Acts of ableism will not be tolerated at Alder. Allegations of any form of ableism will be fully investigated by the Pastoral Leader or SLT. If it is decided that a student has made a comment or who is found to be promoting any type of ableism, they will be seriously sanctioned. This may result in a fixed term suspension and the student will be at risk of permanent exclusion.

Sexism

Sexism is a hate crime and will not be tolerated at Alder. Allegations of sexism will be fully investigated by the Pastoral Leader or SLT. If it is decided that a student has made sexist comments or who is found to be promoting any type of sexist bullying, they will be seriously sanctioned. This may result in a fixed term suspension and the student will be at risk of permanent exclusion.

Alder challenges any form of discrimination and works to educate all students about the protected characteristics:

- Age.
- Disability.
- Gender reassignment.
- Marriage or civil partnership (in employment only).
- Pregnancy and maternity.
- Race.
- Religion or belief.

- Sex.
- Sexual orientation.

18.0 Punctuality to school and lessons

Punctuality to school

- Students are expected to arrive at school by 8.15am for an 8:20am start to the day in form.
- Students who arrive late (after 8:20am) will sign in at student services and be issued an after-school corrective via Class Charts. The corrective is completed after school for thirty minutes on the same day as the late to school.
- Intervention will be delivered during the corrective focused on the importance of being punctual and the impact on their learning
- All late to school correctives are sat in central space in classrooms A3=KS3/A4=KS4
- If a student is late to school twice in a week, they will be issued an after-school corrective on Friday of that week for one hour, completed in A4 with a member of the Leadership team.
- If a student misses/avoids a late corrective this will automatically be upscaled to a further corrective.
- Persistent missed/avoided correctives of any kind in the same week will become an escalated corrective.

Notifying Parents: it is school policy to try to give fair notice for after school detentions. Parents should ensure that they are logged into their Class Charts account to receive notification of their child's detentions, rewards, announcements and homework.

NB. Alder Community High School reserves the right to keep a child in detention for up to 1-hour on the same day. Detention dates/times will only be altered when there is a clash of set detentions and/or for pre-booked medical appointments which parents have informed the school of before the detention date. Students must rearrange any after-school extra-curricular events to ensure they can serve any detentions incurred. Detention dates will not be changed on request other than exceptional circumstances.

Punctuality to lessons

We promote and monitor our students' punctuality through the Changeover System.

- As per the school rules, students must arrive to all lessons on time. Our Audiebant system informs all members of our school community of lesson changeover which support students with their punctuality to lessons and consistent lesson changeover.
- Any students who arrive to lessons late without an appropriate reason will be issued with a behaviour point on Class Charts recorded under 'Late to lesson'. Teachers must communicate to students where they have issued a late mark.
- Two lates to lesson in a day will result in a brunch/lunch corrective the following day, sat in B4 with a member of the pastoral team.

19.0 Behaviour reports

Some students may require a higher level of support to ensure their behaviour demonstrates the ALDER Values and is consistently within the Alder Way. Students therefore may be placed on a behaviour report. Staged behaviour reports are card based and must be presented to each member of staff. Pastoral staff will place students on report. This decision is discussed at the weekly Form Tutor Briefing and informed by students' behaviour recorded on Class Charts. Relevant

staff will then contact parents/carers and monitor the report and the child's behaviour for two weeks, setting bespoke targets.

Pastoral Reports:

- Positive Behaviour Report may be used by Heads of Year/Form Tutors to shift a student's focus from poor behaviour to academic success.
- Stage 1 Report to Form Tutor or Pupil Support Officer for a deterioration in behaviour or after returning from suspension.
- Stage 2 Report to Head of Year or Pastoral Lead after failing Stage 1 report.
- Stage 3 Report to a member of the Senior Leadership Team or after failing Stage 2 report.
- Stage 4 Report to a Deputy Headteacher where a student's behaviour is severely disrupting learning across school or after failing Stage 3 report.
- Stage 5 Report to Headteacher where a student's behaviour puts their place at Alder at risk.

Subject Reports:

- Positive behaviour report issued by a classroom teacher to shift a student's focus from poor behaviour to academic success.
- Stage 1 Report to Classroom Teacher for a deterioration in behaviour in lessons.
- Stage 2 Report to Curriculum Leader after failing Stage 1 subject report.
- Stage 3 Report to a member of the Senior Leadership Team linked to the department after failing Stage 2.

20.0 Support

At Alder, we have high expectations for all our students. The Pastoral team work closely with learning support (our SEN provision) and external agencies in order to provide more bespoke support for students who require help to regulate and modify their behaviour. Interventions and support measures include:

- Pupil Passports – a child-centred SEND document created in co-production with parents/carers and the student detailing strategies to best support the learning of students in lesson.
- LSA (Learning Support Assistant) support in lessons in line with SEND provision these are our TA's at Alder.
- Positive Report Card.
- Reasonable adjustments with regards sanctions for specific SEND
- Emotional regulation and anger management intervention.
- Speech and language intervention.
- Zones of regulation intervention
- Emotional coaching opportunities
- Educational Psychologist and/or CAMHS referrals.
- SEMH mentoring and behaviour programmes.
- Forest Schools.
- Healthy Hyde
- Tameside Pupil Referral Service

21.0 Compass

Compass is Alder's internal alternative provision space where a student will work in silence during lessons and social time. Compass is often used to avoid a fixed term suspension. Note that students may be placed in Compass whilst an incident is being investigated or in response to an immediate issue as an appropriate corrective. Compass referrals are logged via Class Charts. Reasonable adjustments are made to Compass to support a student with SEND.

22.0 Fixed term suspension (also see appendix A)

The student will not be allowed to attend school for the set period; if longer than five days, the student will be sent to a partner school for alternative provision. The student and parent/ carer will have a reintegration meeting with a senior member of staff / Head of Year / Pastoral Leader to discuss the reasons for the suspension prior to their return. Failure to attend the meeting may result in students being placed in Compass until this meeting has taken place. Please refer to the exclusion policy appendix.

Only the Headteacher (or Senior Leader delegated) will issue suspensions.

23.0 Offsite Direction

On occasion, students will be instructed to attend another school in their isolation facility for a fixed period. This strategy will be used to avoid/support or extend a fixed term suspension. Any student who fails to attend the placement, will then be at risk of a fixed term suspension.

24.0 Permanent exclusion (also see Appendix A):

This is used as a last resort and used for either repeated poor behaviour and defiance of the school rules or for a serious one-off incident. See exclusion policy in appendix.

25.0 Monitoring

At a school level behaviour incidents will be recorded on school systems. This will include data in regard to:

- Rewards
- Behavioural incidents and correctives.
- Attendance, permanent exclusions and suspensions.
- Use of, off-site directions.
- Incidents of searching, screening and confiscation.
- Perceptions and experiences of the school behaviour culture including whether pupils and staff feel safe (drawn from anonymous surveys undertaken over the academic year.
- Parent / Staff / Student Voice

The data will be reviewed routinely by the school's SLT and reported to the governing body. Analysis of trends will focus on whether any particular cohort of pupils is disproportionately affected by this policy and what mitigations may be required to ensure compliance with its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, Alder will review its policies to tackle them.

26.0 Legislation and regulation:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Behaviour and Discipline in Schools – Guidance for Governing Bodies](#)
- [Children and Families Act 2014 \(legislation.gov.uk\)](#)
- [Mobile phones in schools - GOV.UK](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- [Anti-Bullying Policy 2026 \(3\).pdf](#)
- [Governing Body Statement of Principles.docx](#)

Appendix A: Suspension and Exclusion Policy

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude students:

- Section 51a of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Student Exclusions and Reviews\) \(England\) Regulations 2012](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

Roles and responsibilities

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a student will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour

- To show a student that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others and the smooth running of the school.

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Ensure the student has been asked for their version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for in the behaviour policy
 - For exclusions, off-site direction or managed moves

The headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Informing parents/carers

If the headteacher decides to suspend or exclude a student, the parents/carers will be informed of the period of the suspension or exclusion and the reason(s) for it, as soon as possible.

The parents/carers will also be provided with the following information in writing:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the student is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a student, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
- Any suspension or permanent exclusion that would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the student missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The headteacher will notify the LA of all suspensions (via MIS system) and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the student lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the student's social worker and/or virtual school head (VSH)

If a:

- **Student with a social worker** is at risk of suspension or permanent exclusion, the headteacher, where possible, will inform **the social worker** as early as possible
- **Student who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher, where possible, will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a student with a social worker/a student who is looked after, they will inform the student's social worker/the VSH, as appropriate, that:

- They have decided to suspend or permanently exclude the student
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the student's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The student will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Reintegration meetings

The school will clearly explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the school will communicate to the student that they are getting a supported fresh start and that they are a valued member of the school community.

The student, parents/carers, a member of pastoral/senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning students and their parents/carers to attend their reintegration meeting, but students who do not attend will not be prevented from accessing the curriculum.

The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to a Pupil Discipline Committee consisting of at least 3 governors.

Pupil Discipline Committee

Protocol for the governing board to review a permanent exclusion / suspensions over 15 days in a school term or suspensions (at request of parents)

Remit

1. The Governing Board delegates authority to the Pupil Discipline Committee for meeting the following obligations:
 - 1.1 To consider and decide on reinstatement for suspensions of 5 days or less when representations are received from parents (or where the Board direct review is necessary).
 - 1.2 To consider and decide on reinstatement in the case of suspensions totalling more than 5 but not more than 15 school days in one term when representations are received from parents (or where the Board direct review is necessary). *Meeting to be held between 6th and 50th school day after receiving notice of the exclusion.*
 - 1.3 To consider and decide on reinstatement of a suspended or permanently excluded pupil within 15 days if;
 - the exclusion is permanent
 - the suspension would result in the pupil being out of School for more than 15 school days in one term or
 - it would result in the pupil missing a public examination or national curriculum test.
 - 1.4 To reconsider a decision not to reinstate following a direction of recommendation by an Independent Review Panel.
 - 1.5 To ensure that the decision to exclude is in line with the DfE guidance.
 - 1.6 To review the School Behaviour and Discipline Policy to ensure any decision to exclude/suspend is in line with the Policy.

Constitution of Pupil Discipline Committee & Process

2. The Committee will be constituted of 3 Governors who are uncompromised.
 - 2.1 The Academy Trust permits meetings to proceed with 2 Governors (if necessary, due to restricted availability of Governors).
 - 2.2. If no Governors are available, a Governor from another local School may be utilised. Similarly, this Board agrees that Governors will, when possible, serve on PDC's for other local Schools/Academies if needed.
3. A pack of documents to support the Headteacher/Principal's decision must be sent, at least 5 days in advance of the meeting, to:
 - Governors who will form the Committee
 - Parents/Carer (and where appropriate Social Worker and Virtual School Head (VSH))
 - Clerk
 - LA Rep

(LA has the right to attend at Maintained Schools; LA may attend if the Academy chose to invite or the Parents request LA to attend)
4. **In advance of the meeting the School will:**
 - 4.1 Confirm date and time of the meeting(s) and advise the Clerk (Trust GS).
 - 4.2 Source 3 Governors (who are uncompromised and objective, not staff) to constitute the Committee. Governors should be asked to convene 30-45 mins in advance of the Parents joining for a pre-meeting briefing with the

Clerk, this is to re-cap the remit of the panel, clarify procedure and guidance and elect a Chair for the Committee/meeting.

- 4.3* Invite the LA (if appropriate). If the pupil lives outside of the borough, invite the LA for the School and LA for the student.
- 4.4* Advise the Parent(s) and student of their right to attend and make representations. Advise them of their right to be accompanied by a friend or representative.

**Except for meetings to reconsider after an IRP, where there is no obligation to invite other parties.*

- 4.5 Advise Parents (if appropriate Social Worker/VSH) of:
 - a) the date, time and venue for the meeting (remembering to ask Parent(s) to arrive later than the Governors).
 - b) the opportunity (but no obligation) to send documents/information at least 6 days in advance of the meeting so it can be circulated with the School's information 5 days in advance of the meeting.
- 4.5 Prepare the documentation (ensuring that a copy of the letter informing Parents of the Exclusion and the reason is included).
- 4.6 Send copies of documents to all Parties at least 5-days in advance of the meeting. *(Trust GS recommend use of GovernorHub, School will need to post copy to Parents).*
- 4.7 Ensure a suitable room is available for the meeting to accommodate all attendees. All parties must be kept separate in advance of the meeting so Rooms will need to be made available accordingly.
- 5. **Trust GS (Clerk) will:**
 - 5.1 Provide Agenda for the meetings (to be distributed with packs).
 - 5.2 Provide guidance and a pre-meeting briefing with the Committee.
 - 5.3 Meet/discuss procedure with the Head in advance of the meeting.
 - 5.4 Greet the Parent(s) in advance of the meeting, explain the role of the Clerk and the procedure for the meeting.
 - 5.5 Attend meeting to Clerk (take minutes, advise on procedure, and minute the Committee's decision then draft the decision letter to be sent next School day).
 - 5.6 Provide Zoom details & Protocol for online meetings (if meetings are to be online).

PROCEDURE FOR THE MEETING

- 6. The Board may agree a Protocol for Governance meetings to take place online when deemed necessary. With the agreement of all Parties, PDC meetings may be held online (using the Clerk's secure Zoom platform or TEAMS).
- 7. The Committee members will meet 30 mins in advance of the meeting for a Briefing with the Clerk to recap on the remit, clarify procedure and appoint a Chair for the meeting.
- 8. An independent Clerk will be provided by Trust Governor Services. The Clerk plays no part in the decision making but will take minutes to record the proceedings, offer advice on procedure and minute the decision of the Committee.

9. The meeting is a **private and confidential** meeting of a Committee of the Governing Board. All parties are advised that there should be no correspondence between Parties in advance of the meeting. Any queries should be directed to the Clerk at Trust GS.
10. Governors may have access to documents via the secure portal and password protected files may be emailed to Parents. Where possible, printed copies of documents will be sent to all parties by the School. At the end of the meeting, any documents used by Governors will be confidentially destroyed. A master copy of all documents will be retained by the School.
11. All parties will be invited to attend the meeting at an appropriate venue OR will be sent Zoom or TEAMS details for the meeting.
12. Parties will be invited to attend/join at appropriate times. The Clerk will greet all Parties in advance of the meeting, ensure all documents have been received and all Parties are clear regarding the procedure.

If the meeting is held online, the Clerk will assign all Parties to separate Breakout Rooms.
14. When all parties are ready, all parties join the meeting together. If an adjournment is necessary, the Clerk will assign each Party to private rooms or Breakout Rooms.
15. At the start of the meeting, the Chair (or Clerk) will explain how the meeting will be run, including the agenda and the use of any relevant Zoom/TEAMS functionality.
16. Statutory procedure, Governance regulations and protocols apply. All meetings must be arranged in consultation with the Clerk.
17. All participants will receive instructions regarding how to access the meeting including where they can access support if they experience difficulty.
18. The Committee will abide by normal rules, procedures, and code of conduct for Governors including giving particular regard to the duty to maintain confidentiality and with due regard to the school's policies relating to data protection and the appropriate use of ICT.
19. Minutes of the meeting will be taken by the Clerk and the meeting should not be recorded by any participant without the approval of the Governing Board (Committee).
20. Chairing of the meeting proceeds as usual. The meeting must remain quorate for any vote to be valid. If any party is unable to participate in the meeting due to technical issues, the meeting will adjourn briefly to address the problem. If it is not possible/practical to continue, the meeting will be adjourned by the Chair and reconvene at the earliest opportunity.
21. Trust GS, the Clerking Service, provide advice on appropriate governance procedure and regulations which continue to apply.
22. Following the meeting, the Headteacher/Principal, Parents and LA Reps will leave the meeting. The Clerk will remain with the Committee to minute the decision.
23. The decision of the Committee will be communicated to the Parents by letter sent the next working day after the meeting.