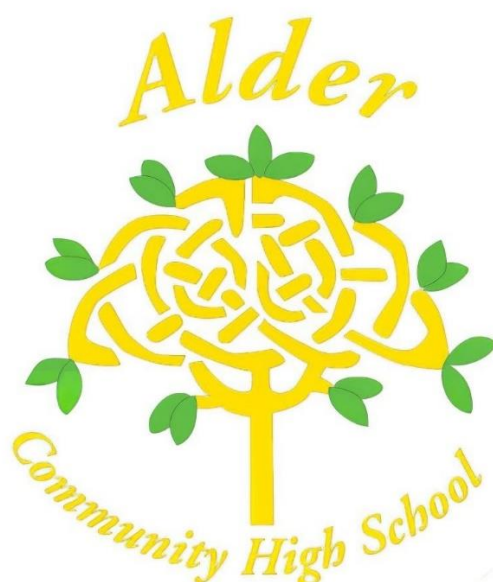


Alder Community High School



Culture Policy

Incorporating the Governing Body Statement of Behaviour Principles

Author:	The Governing Body, Headteacher and Deputy Headteacher (Culture)		
This policy was agreed by the governing body delegation on: This policy supersedes all previous policies relating to this area.			28 th November 2023
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Revision Date	Section	Details

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Consistent Culture with Compassion (Alder's Behaviour Principle)

Alder Community High school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our culture policy will only be effective if it is applied consistently by all staff. Staff will set an example to students at all times, acting as role models in the way they speak and interact with others in our school community.

Our culture policy is based on our Alder Values and is designed to ensure all stakeholders contribute to maintaining a positive culture.

It is rooted in the belief that all members of the school are of equal value as human beings and have a valuable contribution to make to the life of the school and the local community. We aim to create a positive and respectful school through our 'consistent culture with compassion' ethos.

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1. Aims of the policy

- To create a positive and respectful culture where excellent behaviour prepares students for learning and for life.
- To build a community which recognises and promotes the Alder Values.
- To ensure students are motivated and have a positive attitude to learning.
- To ensure that all students can learn in a calm, safe and supportive environment.
- To enable students to take control of their behaviour and to be responsible for the consequences of it.
- To outline the expectations and routines for behaviour for both students and staff.
- To provide a consistent approach to behaviour management that is applied equally to all students.

2. The Alder Values

At Alder, our vision is that our students pursue academic success but also that they also develop a set of skills which will prepare them for life beyond school. We want our students to be able to form positive relationships, enrich themselves and make a valuable contribution to society.

'We Are Alder' is central to our positive culture.

Our Values

- Altruism – having a genuine and self-less concern for others.
- Leadership – inspiring and empowering a community to achieve a shared vision by leading by example.
- Diversity – accepting, respecting and celebrating 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.

These values apply to staff as well as students, and this is particularly important for maintaining exceptionally good behaviour. For example:

- Altruism – praising publicly and reminding student privately, positive reinforcement and positive framing.
- Leadership – taking ownership of behaviour and modelling manners, integrity and respect at all times.
- Diversity – supporting vulnerable and SEND student who may struggle to regulate their behaviour, creating an environment where student feel safe and bullying, harassment, abuse and violence are not accepted.
- Excellence – rewarding achievement and behaviour that meet our high expectations.
- Resilience – relentlessly challenging poor behaviour, maintaining consistency, being deliberately calm.

3. Roles and responsibilities

3.1 The **governing body** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing body is responsible for monitoring this behaviour policy's effectiveness, reviewing the policy in conjunction with the Headteacher and holding the Headteacher to account for its implementation.

3.2 The **Headteacher** alongside the Deputy Headteacher for Culture should frame the policy to ensure it establishes an environment that encourages positive behaviour, discourages bullying and promotes equality. The Headteacher and Deputy Headteacher should review this policy in conjunction with the governing body and all stakeholders. The Headteacher and Deputy Headteacher will:

- Ensure that staff deal effectively with poor behaviour.
- Monitor that the policy is implemented by staff consistently with all groups of students.
- Ensure that all staff understand the behaviour expectations and the importance of maintaining them.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all student to participate fully.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensure that the data behaviour data log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

3.3 Teachers and staff

Staff will:

- Create a calm and safe environment for students.
- Establish and maintain clear boundaries of acceptable student behaviour.
- Implement this policy consistently.
- Take ownership of the behaviour in their classroom or work space.
- Communicate the school's expectations, routines, values and standards through teaching expected behaviours and in every interaction with students and their families.
- Model expected behaviours and positive relationships.
- Provide a personalised approach to the specific behavioural needs of particular students.
- Consider their own behaviour, its impact on school culture and how they can uphold school rules and expectations.

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- Record behaviour incidents promptly.
- Challenge students to meet the school's expectations.
- Model the Alder Values at all times.

The senior leadership team (SLT) will support staff in responding to serious behaviour incidents.

3.4 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's 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 behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

3.5 Students

Students will be made aware of the expected standard of behaviour during their induction into our school. This will include the pastoral support on offer to them, the rewards they can achieve for meeting the behaviour standard and the consequences if they don't meet these expectations. Students will:

- Promote and adhere to the culture policy and its expectations.
- Be supported to develop an understanding of the school's culture policy and will be provided with repeated induction sessions wherever appropriate.
- Be asked to give feedback on their experience of our culture to support the evaluation, improvement and implementation of the policy.

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4. Definitions of Behaviour

Acceptable behaviour promotes compassion, consideration and courtesy and ensures that all students can learn to the best of their ability.

Behaviour at Alder is based on **5 simple school rules**:

- **Attend every lesson on time.**
- **Let others learn.**
- **Dress in correct uniform and be fully equipped.**
- **Excel in your own learning.**
- **Respect everyone and everything in the school community.**

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Open defiance.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - 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.
- Vandalism
- Theft
- Threatening language/behaviour. Intimidation. Inciting violence. Fighting.
- Drug and alcohol related incidents. Including smoking and vaping.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

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- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- 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).

The school regularly communicates the standards of misbehaviour to students and parents/carers through published policies, home school agreement, school website, assemblies, newsletters and letters to parents/carers.

5. Bullying

Alder Community High School is committed to a whole school approach against bullying and harassment in any form. All members of the school community are expected to show altruism and compassion towards each other, respect one another and respect difference and diversity.

Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.

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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the school's policy. Incidents of racist bullying are recorded using SIMs and CPOMs; the bullying log is regularly reviewed by the pastoral leads, DSL and Deputy Headteacher for Culture.

Alder Community High School will not tolerate any kind of bullying or harassment and this will be dealt with firmly. Alongside any sanction, we will always seek restorative outcomes. If incidents occur, we will do the following:

- Investigate and record incidents as soon as possible.
- Arrange a restorative meeting will (either 1:1 or small group mediation).
- Inform parents of both parties of progress.
- Provide additional support or interventions (e.g. School Police Liaison Officer, counselling, mentoring).
- Consider education opportunities for perpetrator through PSCE, RE, ICT support.
- Apply sanctions against the perpetrators of bullying in any form will in line with the school's culture policy.

Further details are available in our Anti-bullying policy

6. Student Expectations

At Alder, students are expected to:

- Display the Alder Values at all times.

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- Follow the 5 school rules:
 - Attend every lesson on time.
 - Let others learn.
 - Dress in correct uniform and be fully equipped.
 - Excel in your own learning.
 - Respect everyone and everything in the school community.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines to ensure all students can meet behavioural expectations.

6.1 Punctuality to school

Students arriving late to form time (8.21am) will complete a detention for 15 minutes at the end of the school day.

Students will complete any lost learning time with their class teacher. This will be arranged by the class teacher.

6.2 Punctuality to lessons

Punctuality to lessons is vital to ensure there is no loss of learning.

- Students who arrive late to lesson (2-3 minutes) without a valid reason will receive a late mark (L) on the register. Students who are late to lesson on 2 occasions in a day will complete a 30-minute detention the following day after school.
- Students who are significantly late to lesson will receive a 10-minute detention at break or lunch with the class teacher. They will still receive a late mark (L) on the register.
- Students who truanting lesson will be placed into Compass.
- Late to lesson persistent offenders may be placed on a punctuality report. This may be monitored by their Progress Leader.

6.3 Selling

Students should not sell any item in school. In the event of a student being caught the following will occur:

- Behaviour Incident logged and after school detention given. Repeat offenders will receive an escalated sanction.
- Parents/carers informed via a phone call.
- Items confiscated and only collected by a parent/carer.
- Confiscated items must be collected by a parent by prior appointment

6.4 Smoking and vaping

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Smoking of cigarettes or e-cigarettes (vapes) is illegal on school premises.

To prevent smoking/vaping, students are discouraged from starting to smoke/vape through our comprehensive PSCH programme, assemblies and student information sessions.

Sanctions:

- Students suspected of carrying an e-cigarette/vape or cigarette may be subject to a search. If found with one, it will be confiscated, placed in an envelope and will have to be collected by a parent or carer listed on SIMs.
- Students caught smoking/vaping or in the company of smokers/vapers on school premises or on the way to or from school will be sanctioned by being given 5 red card detentions (break and lunch). All of these detentions are logged.
- Students who are regularly caught smoking/vaping may be referred to the health mentor and parents will be informed.

6.5 Mobile phones/Smart Watches

Student must not use mobile phones or smart watches in school. All students are aware that if a mobile phone or smart watch **is seen or heard in school**, then it will be confiscated. Headphones should not be on display on site and will be confiscated if used during the school day.

If a mobile phone/smart watch is confiscated it is handed into the office where parents/carers can collect between 3pm-4pm. If it isn't be collected by a parent/carers, the phone will be returned the following Monday to the child at 2:45pm.

Staff may provide permission for use of a mobile phone to complete specific activities. Phones can only be used for specific use stated. This permission expires once the activity is over. Students should never assume permission has been granted unless they have specifically been instructed to use their phones in that lesson by the classroom teacher. This will happen rarely.

7. Responding to behaviour

7.1 Pro-active Behaviour Management

All staff are responsible for setting the tone and context for a positive culture within the school (Teachers' Standards number 7).

They will take responsibility for maintaining high levels of behaviour in their classroom/working space and creating a consistent culture with compassion by:

- Creating and maintain a stimulating environment that encourages students to be engaged by ensuring lessons are well planned, appropriately challenging, well-resourced and constantly reviewed and evaluated. Being punctual for lessons and ensuring students are supervised at all times.
- Actively planning for behaviour through a strategic seating plan; the use of questioning and feedback; planning for students who may have negative impact on behaviour; having a plan for dealing with low-level disruption and using FOCUS to gain whole class attention.

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- Making the culture visible by displaying the student code of conduct, rewards and sanctions and ensuring all students and staff know what they are.
- Developing a positive relationship with students by using Consistent Culture with Compassion toolkit.

7.2 Early Intervention and Support

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding policy for more information.

We will also work to ensure that any early intervention or support which might be required for a student is offered. This may include but is not limited to:

- Wellbeing referral (counselling/mentoring)
- Key worker support (SEND students)
- Referral to Beacon Centre (increased SEND support).
- Behaviour Modification Programmes
- Alternative Provision (including work or college placements) as available locally.
- Referral to Reach Out.
- External Agency Involvement.

7.3 Responding to good behaviour

At Alder, we believe all students should be encouraged to do their best and have their success recognised. We strive to create a culture where our praise to sanction ratio is 5:1.

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture and values.

Positive behaviour will be rewarded with:

- Smiling and other non-verbal signs.
- Verbal praise (Praise in public).
- Alder Points Awarded for showing the Alder Values (Altruism, Leadership, Diversity, Excellence and Resilience). The total number of Alder points is monitored by Progress Leaders and Alder Points badges are awarded based on the following accumulated points.

100 points	200 points	300 points	400 points	800 points
Bronze	Silver Badge	Gold Badge	Platinum Badge	Black Badge

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Badge				
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- Curriculum Badges, awarded in celebration assembly, nominated by class teachers.
- Vocabulary/Reading/Library Badges.
- Alder Value Badges (nominated by all staff).
- Alder Star of the Week/Star student Certificates.
- Displaying work in the classroom or on corridors.
- Sharing work with Curriculum Leader, Progress Leader or other members of staff.
- Communicating praise to parents via a phone call, text message or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Termly breakfast with the Headteacher and letter of commendation.
- Positions of responsibility, such as prefect status/peer mentors.
- Whole-class or year group rewards, such as a popular activity or trip.
- Attendance certificates and awards.

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond with deliberate calm in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always consistently challenging behaviour that falls short of the culture, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, including the use of pre-arranged scripts and stepped sanctions.

All students will be treated equally under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

While our culture is based on a positive approach, we do not tolerate poor behaviour.

All staff will use the **Consistent Culture with Compassion Toolkit** to ensure effective behaviour for learning.

Non-verbal Toolkit	Verbal Toolkit	Management Toolkit
Move position (teacher) Pause delivery Eye contact Change in facial expression Hand signals Tone of voice Teacher takes front and centre	Praise in public (PIP) Positive framing Reiteration of culture expectation Use of student name in instruction Verbal cues	Conversation at the door Review of seating and seating plan. Time out Teacher modifies lesson Teacher informs student of 10-minute strike 2 detention at the

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Pastore's perch 3:30:30 Be seen looking	Direct instruction to class Remind student in private (RIP) Fronting behaviour management Praise Ratio 5:1	end of the lesson. Teacher logs detention on SIMs Restorative conversation (during detention)
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Stepped Sanctions (classroom behaviour) The Strike System

Strike 1	Name on the board with a 1 next to it. Re-enforced expectations using positive framing. Allow take up time and move away.	
Strike 2	2 written next to the name on the board. Reason explained and behaviour expectations re-enforced using de-escalation. Consider time out, seating plan change. Allow take up time and move away.	Incident logged and 10 minute detention issued for break or lunch.
Strike 3	3 written next to the name on the board. Reason for strike 3 clearly explained. Move away. Remain calm.	Contact Behaviour Walk on call. Exit student from the classroom and park student with Curriculum Leader. Incident recorded on SIMs/Classcharts and 30 minute detention issued for after school. Parents/carers contacted by telephone. Complete a restorative conversation during the detention. If a student refuses to be parked, they will be placed in Compass for the remainder of the day.

Students cannot 'work off strikes'. All lessons will be a fresh start for students. Some extreme behaviours may result in an immediate Strike 3 detention and removal from the classroom.

Restorative Detentions

Students can be issued with detentions during break, lunch or after school. Student's parents or carers will be informed of all detentions after school.

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When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Whole class detentions must be avoided as this is an unfair sanction to some students.

Class teachers are responsible for their own detentions. Curriculum Leaders may be used to support restorative conversations where appropriate. Detentions alone may not improve behaviours. Restorative detentions give staff an opportunity to rebuild and repair the trust between them and a student. During these detentions, the following points may be discussed.

1. **What happened?**
2. **What were the student's thoughts at the time?**
3. **How might this incident have impacted on others?**
4. **How has this incident impacted on the student?**
5. **How can we do things differently in the future?**

Uniform and Equipment

Our uniform is an essential part of our identity. It instils a sense of pride and belonging in our school and signals a readiness to be part of our learning community. It is school policy that uniform is worn at all times during the school day and for all out of hours school events. Uniform should be worn correctly to and from school as the impression our students give in the community is of extreme importance.

Our uniform and equipment policy is updated annually following feedback from all stakeholders. Our updated uniform and equipment policy can be found on the school website and is displayed in every form room.

Form tutors are responsible for checking uniform and equipment on a daily basis. Any instances of incorrect uniform will result in a 30-minute detention at the end of the school day with their form tutor. A yellow uniform slip will be provided by the form tutor and the detention logged. Students are expected to bring the correct exercise books for that day in school.

If a student forgets an exercise book, they will be issued with a 30-minute detention by their class teacher and the detention will be logged.

Students who do not have the correct equipment for their lessons will have a 30-minute detention at the end of the school day with their form tutor. The detention will be logged.

The Headteacher will be the arbiter in all matters relating to uniform and appearance. Any student arriving at school not in uniform; in unsuitable uniform; wearing inappropriate jewellery or with an unsuitable hair style or hair colour will not be permitted to attend mainstream lessons without provision of a medical note.

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The school has invested in replacement clothing and holds a stock of spare, clean items of uniform and shoes. Any student wearing incorrect uniform or footwear will be expected to wear these without question. Refusal to do so is a breach of the behaviour policy and will be sanctioned accordingly. Students may be sent home to change and return or be placed in Compass. Further information can be found in our school uniform and equipment policy.

Corridor Behaviour

Students must follow the one-way system around school and move around school in a calm and orderly manner.

Staff will address and discuss corridor behaviour with students when they see it. Students who openly defy or ignore members of staff at break and lunch will be issued with a red card. A red card means a student will be placed in detention at break and lunch the following day. If a student fails to attend their red card detention, they will be placed in Compass the following day.

Failure to attend detention

- Students should attend all detentions by themselves.
- Failure to attend a strike 2 detention will result in an escalation to a strike 2+ detention (30 minutes after school)
- Failure to attend an after-school detention will result in a referral to Compass. A restorative conversation between student and staff members should still take place where possible.
- Repeated refusal to attend detentions may result in a Short Off-Site Direction or a suspension. A meeting with parents/carers will also take place.

Other sanctions

The school may use one or more of the following sanctions in response to misbehaviour:

- Putting a student on a Curriculum Progress Report. This will be instigated by Curriculum Leader and will include subject specific targets. Parents/carers will be informed if a child is placed on Curriculum Progress Report and this will be logged as an intervention.
- Whole School Report. This will be instigated by Progress Leader based upon behaviour data and round robins. This will monitor strikes in lessons, engagement in learning and work rate. Parents/carers will be informed if their child is placed on Whole School Report and this will be logged as an intervention. Initially, students will report to their Form Tutor but failure to improve will result in escalation the Progress Leader or Senior Leader.
- Restorative Detention
- Reparation/restorative justice work.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school may use one or more of the following sanctions for serious or persistent misbehaviour (dependent upon the incident and not in order of escalation):

- Withholding participation in any school trips, social or sports events that are not an essential part of the curriculum.

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- Parental meetings/involvement with Progress Leader/Senior Leader.
- Extended withdrawal from a lesson/withdrawal from practical activities in certain lessons.
- Removal of ICT permissions.
- Referral to Compass (inclusion unit).
- External agency involvement.
- Behaviour Panel (SLT)
- Behaviour Panel (Governors)
- Modified timetable.
- Suspension.
- Alternative Provision (including work or college placements) as available locally.
- Temporary Transfer to another school (Short Off-Site Direction)
- Transfer to another school (Long Off-Site Direction leading to a Managed Move).
- Permanent Exclusion

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with student. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents using a physical handling form

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to student after discussion with Senior Leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of 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.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- 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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If an authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or Deputy Headteacher who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched

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- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, an appropriate behaviour sanction will be given; this is likely to be a suspension.

An authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching student possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system on CPOMS.

Informing parents

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Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

At all times, school will adhere to sections 35-41 of Searching, Screening and Confiscation Advice for Schools.

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when identifiable as a member of the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to student for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Senior Leader for Safeguarding (DSL) and Deputy Headteacher (Culture) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Senior Leader for Safeguarding (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

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- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding Policy for more information.

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy, this may include a suspension.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and student accused of misconduct.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other student.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove student from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Allow the learning of others to continue.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

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Students who have been removed from the classroom are supervised in another classroom, the Beacon Centre or Compass (Internal Inclusion). Students will be placed in Compass for a maximum period of 5 days.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Deputy Headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Referral to the learning mentor/counsellor.
- Use of Teaching Assistants in the classroom.
- Short term behaviour report cards.
- Key worker support (SEND students)
- Referral to the Beacon Centre (increased SEND support).
- Alternative Provision (including work or college placements) as available locally.
- Behaviour Modification Programmes.
- Wellbeing referral (counselling/mentoring).
- External Agency Involvement.

Staff will log all incidents of removal from the classroom along with details of the incident that led to the removal.

8.2 Compass

Compass is an internal inclusion facility which acts as an alternative provision and an alternative to a suspension for students involved in either a one-off serious incident or those who persistently behave inappropriately. Compass starts at 8.20am and finishes at 3pm.

Expectations will be made clear to all students in Compass. Each student will be subject to the same classroom protocols (including the strike system) for the length of their referral to Compass. If expectations are not met, they are likely to face suspension. Teaching, by qualified teachers, will take place in Compass to ensure that learning occurs.

Students will complete curriculum work which is provided by their class teacher to minimise the loss of learning. Work will be completed in exercise books.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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The decision to suspend or exclude will be made by the Headteacher or delegated member of staff and only as a last resort. A discussion between relevant members of staff will take place before a suspension. All suspensions are recorded and reported to Governors on a termly basis. School will make work available for students who are suspended and will maintain contact with the student through the Student Attendance and Wellbeing officer. Parents/carers and the student will be invited to a re-integration meeting following a suspension.

Permanent exclusion will only be used in response to a serious breach or persistent breach of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as students and staff in school. When a student is suspended for persistent breaches of the school's policy, the school will have initiated a range of interventions in an attempt to support the student and modify their behaviour.

Please refer to our Exclusions Policy for more information.

9. Responding to misbehaviour from a student with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that a student's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from student with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of student with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Staff will anticipate and remove triggers of misbehaviour by:

- Familiarising themselves with the student's SEND profile.
- Making reasonable adjustments in the classroom in line with the student's SEND profile.
- Using time out pass/movement breaks/fidget strategies where recommended on the student's SEND profile.

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- Adjusting seating plans to support the student's SEND.
- Adjusting uniform requirements where medically appropriate.
- Requesting additional training or support when needed to ensure they understand how SEND conditions may present in the classroom or around school.
- Using separation spaces (Beacon Centre, calm spaces) where a student can regulate their emotions during a moment of dysregulation.

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

Students who are removed from the classroom for more than one lesson (either through removal to Curriculum Leader or extended time in Compass) will have a short re-integration conversation

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prior to returning to the classroom. This is to ensure that the student does not fall further behind in the curriculum or ensures smooth transition back to the classroom.

Students who return from a suspension will have a re-integration meeting with their parents/carers and their Progress Leader or a member of the senior leadership team. Support will be considered in an attempt to prevent a repeat of the suspension.

Students who return from a Short or Long Off-Site Direction will have a re-integration meeting with their parents/carers and the Associate Senior Leader for Behaviour or Deputy Headteacher for culture.

Re-integration meetings may include the following:

- Communication and contact with parents/carers.
- Discussion about any barriers to learning.
- A support plan (referral to the Beacon Centre, Modified Timetable agreement, wellbeing referral, referral for catch up tuition, Compass Referral, Navigate Referral).
- Sharing of communication with all teachers and key staff linked to the student.
- Attendance action plan.
- Restorative conversations/repairs.

A written record of this re-integration meeting will be completed and saved on CPOMs.

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

The New Starter pack section A (preparation for initial meeting) will be completed in advance of any induction meeting and attendance, behaviour and achievement data will be gathered.

Section B (initial meeting) will be completed with the student and their parents/carers. This will include all relevant policy information, completion of admission forms, an introduction to Consistent Culture with Compassion and will enable school to gather student voice.

Section C (induction) will focus on Consistent Culture with Compassion in detail and key expectations of the student. This will also include an introduction to the Headteacher.

11.2 Preparing for new term transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process and throughout the year, our staff are provided with regular training on managing behaviour, including training on:

- The Alder Values and Alder's behaviour principle of Consistent Culture with Compassion

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- Non-verbal, verbal and management toolkit.
- Positive reinforcement: Rewards at Alder
- The context of the school and needs of students at the school.
- How SEND and mental health needs impact behaviour
- The use of sanctions at Alder.
- Walkthrus and peer to peer coaching.

Behaviour management will form part of continuing professional development and will be delivered regularly and throughout the year in morning briefings, staff meetings and on INSET days. Additional training will be provided throughout the year for new staff, ECTs and associate teachers (Trainees). Culture at Alder will be supported and reviewed by the Excellence Team and the Behaviour Working Party.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provision, long and short off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, student, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed weekly by Progress Leaders and every half term by senior leaders at SLT meetings.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This culture policy will be reviewed by the Headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy
- Special Educational Needs Policy

15. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting student with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

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Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All student, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to student at all times
- Staff take ownership of behaviour in their space and the responsibility to manage it effectively
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the culture policy
- The culture policy is understood by student and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Student are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and student' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.