



Alderman White School

A member of The White Hills Park Trust

Behaviour Policy

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1. Statement of Behaviour Principles

Alderman White is a “community of opportunity for all”. We are an inclusive school with high expectations for all of our students.

Good behaviour underpins the success of a school. We teach our students that the choices they make affect those around them, and that they have rights but also responsibilities. Everyone has the right to a safe, secure school environment where they can learn effectively.

We encourage students to act according to our INSPIRE values of integrity, nurture, success, perseverance, innovation, responsibility and engagement, and to be active or ambitious learners.

We work hard to establish clear and consistent expectations. Adults in school model what we expect of students. We use INSPIRE points to recognise and celebrate students who are demonstrating our INSPIRE values.

We recognise that young people will make mistakes and that some, including those with SEND needs and adverse childhood experiences, will need more support in order to meet our behaviour expectations. Where students do not meet our expectations, where possible the first intervention will be a warning and support to correct their behaviour.

Incidents of inappropriate behaviour will be dealt with in a fair and appropriate way, and in accordance with our safeguarding, health and safety and other statutory responsibilities.

We want to ensure that:

- › 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 students, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to students at all times
- › The behaviour policy is understood by students and staff and implemented fairly and consistently
- › Students are helped to take responsibility for their actions
- › Families and carers are involved in supporting the behaviour policy
- › Violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Board.

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied to all students in a way that ensures equality
- › Define what we consider to be inappropriate and unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with White Hills Park Trust's funding agreement and articles of association.

3. Links to other policies

This policy references and should be read in conjunction with:

- The Safeguarding and Child Protection Policy
- The Suspension and Exclusion policy
- The Anti-Bullying Policy
- The SEND policy
- The Equality Policy
- The Data Protection Policy

4. Definitions

Inappropriate behaviour includes:

- › Arriving late without a reasonable explanation
- › Wearing incorrect uniform without a reasonable explanation and / or attempting to address this
- › Not following instructions from an adult
- › Unkind behaviour
- › Not attempting tasks with reasonable effort
- › Off-task behaviour in lessons that distracts others or interrupts the lesson eg. calling out, deliberate noises, chatting
- › Not listening attentively when someone is speaking to the class
- › Running inside or around the sides or front of the building
- › Littering or leaving plates or rubbish in the cafeteria
- › Deliberate physical contact with others

- › Not lining up or joining a queue from the back (pushing in)
- › Taking other people's possessions without permission

Unacceptable behaviour includes:

- › Continued and / or repeated disruption to learning, refusal to follow instructions or defiance
- › Smoking or vaping
- › Verbal/physical abuse of staff
- › Verbal/physical abuse of fellow students
- › Threatening behaviour
- › Any form of bullying
- › Racist, sexist, homophobic or other discriminatory behaviour
- › Fighting or assault
- › Tampering with a fire alarm or fire extinguisher
- › Vandalism or Criminal damage
- › Theft
- › Being under the influence of alcohol or an illegal substance
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, or online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images), or sharing of unwanted explicit content
- › Sexual violence or sexual assault (intentional sexual touching without consent)
- › Other dangerous or criminal behaviour
- › Possession of any prohibited items.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, related to <ul style="list-style-type: none">• Race• Religion or belief• Sex• Sexual orientation• Gender Reassignment• Disability	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for approving the behaviour policy and monitoring its effectiveness and holding the Headteacher and Deputy Headteacher (Behaviour and Ethos) to account for its implementation.

6.2 The headteacher

The headteacher is responsible for:

- Agreeing this behaviour policy and ensuring that it is being implemented consistently and effectively
- Ensuring that the school environment, culture and ethos promote positive behaviour

- › Ensuring that staff deal effectively with poor behaviour
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

6.3 Deputy Headteacher (Behaviour and Ethos)

- › Reviewing this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing 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 students to participate fully
- › Offering 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
- › Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

6.4 Members of the Senior Leadership Team

- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Promoting and supporting a sense of community and positive culture through regular gate duties and break and lunchtime duties, lesson drop-ins and being observant and present while moving around the school site
- › Supporting teachers and other staff to address inappropriate behaviour through being part of a proactive On-Call team
- › Supporting students to reflect on and address inappropriate behaviour through being part of a proactive Reflection and Reset room team
- › To support Progress Leaders and Curriculum Leaders to review recognition and behaviour data as part of line-management meetings and to be ready to discuss findings and actions at SLT Meetings

6.5 Progress Leaders

- › To promote a sense of community and behaviour expectations through assemblies, role modelling and tutor activities
- › To monitor INSPIRE and behaviour points for the cohort daily
- › To establish routines and expectations for tutors to address minor behaviour issues with tutees
- › To ensure allegations and behaviour incidents have been investigated thoroughly and that consequences have been communicated in a timely and appropriate manner with students and parents, in liaison with SLT Line Manager and Deputy Headteacher (Behaviour and Ethos) as required

6.6 Curriculum Leaders

- › To support and challenge the teachers and staff they line manage to implement the behaviour policy skilfully and appropriately
- › To group students to promote a positive ethos and sense of community
- › To monitor INSPIRE and behaviour points for the department regularly
- › To proactively support teachers to manage the behaviour of a class or an individual student as required

6.7 Staff

Staff are responsible for:

- › Creating a calm and safe environment for all students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of identified students
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Encouraging and supporting all students to meet the school's expectations

We recognise that an effective approach to behaviour requires all staff to challenge and uphold expectations consistently in all areas of the school. As such, CPD will be delivered regularly to ensure that staff understand the expectations we have of students and are confident in using a range of strategies to promote good behaviour.

Staff are supported by their Curriculum Leader (or Line Manager), Progress Leaders for each year group and SLT if the behaviour of a student does not meet our expectations. Staff must use the reporting systems so that swift action can be taken to prevent their behaviour from continuing or escalating and to allow for patterns of behaviour to be monitored and further actions to be taken if required.

6.8 Parents and carers

Parents and carers, where possible, 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 tutor or Progress Leader promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

› Take part in the life of the school

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.

6.9 Students

Students will be taught and regularly reminded:

- › That as a member of the school community they have rights and responsibilities
- › That everyone has the right to feel safe and happy at school and to be able to learn without disruption, and that they have a responsibility to behave in a way that enables this
- › The link between positive behaviour and character development, wellbeing and academic success now, and future career success and wellbeing
- › The expectations in lessons and at social times, on the way to and from school, and in online and face to face interactions with peers outside of the school day
- › The ways in which positive engagement and behaviour will be recognised and celebrated, and the consequences of making inappropriate or unacceptable choices
- › That sometimes mistakes will happen and that a situation can be put right through an apology and commitment not to make the same mistake again
- › How to self-regulate.
- › Of the pastoral support that is available to support them as and when it is needed, and that asking for help when needed is a strength

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

7. School behaviour expectations and curriculum

INSPIRE

Students are expected to demonstrate our school INSPIRE values:

INTEGRITY: Do the right thing even when no-one is watching, tell the truth and accept responsibility.

NURTURE: Treat others, property and the environment with respect and kindness, both within and outside school hours. This is especially important with people they do not know or do not get on with. To be considerate of others as they move around school quietly and calmly.

SUCCESS: To behave in a way that allows themselves and others to be successful - to listen attentively when someone is speaking to the class and complete each activity to the best of their ability, and seek help when they need it.

PERSEVERANCE: To keep going and rise to a challenge.

INNOVATION: To be ready to try new things and come up with new ideas.

RESPONSIBILITY: To arrive at school and lessons on time, in the correct uniform and with the correct equipment. To follow the instructions of an adult immediately and without arguing. To behave in a way that reflects positively on the school community on their way to and from school.

ENGAGEMENT: To get involved in lessons and school life,

Active and Ambitious Learners

Within lessons, students are expected to meet our classroom expectations, and to be active, or ambitious learners.

Ambitious learners are constantly striving to improve their understanding and ability to explain their ideas and take great pride in their work. They enjoy being challenged and are willing to take risks and learn from mistakes.

Active learners listen attentively to instructions and explanations and do their best to complete each activity to a good standard.

Students are taught our behaviour expectations through assemblies and our tutor programme, including tutor notices and the tutor booklet, as well as through our Personal Development curriculum.

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.

Our classroom expectations are displayed in all classrooms (See Appendix 2).

Our behaviour and conduct expectations will be regularly reinforced through assemblies, tutor notices and activities, and reinforced through the use of INSPIRE points and our behaviour system. Where a student has a specific SEND need, the SENCO may decide that additional support may be required in order to teach them about behaviour expectations. Reasonable adjustments may be made where appropriate. Students in our Nurture and IMP provisions will receive additional support with understanding and meeting our behaviour expectations.

We will recognise and celebrate behaviour that meets our expectations through verbal feedback, recognition events and parental engagement. This will help promote our expectations and maintain a positive focus on behaviour.

Where there are low level behaviour incidents, staff will always warn the student that their behaviour does not meet expectation and explain how they can improve it before they issue a sanction.

When a student does not meet expectation, they will reflect on the behaviour, how it has impacted on others and steps they can take to improve behaviour in the future. They will hold a conversation with an adult to discuss these areas to help them to adapt their behaviour so that it does not continue or escalate.

7.1 Mobile phones

Mobile phones must be switched off throughout the school day and in student bags or lockers. They cannot be kept in coat, blazer or trouser pockets. For Year 7 only, mobile phones must be kept switched off in lockers and a mobile phone agreement form completed before a student brings a phone to school.

Rationale:

- Mobile phone apps are designed to be addictive and there is evidence that this can reduce concentration span.
- Mobile phones can be a distraction and a temptation.
- Smart phones allow young people to access content that is inappropriate for their age, which they could also show to others.
- Phones can be used for bullying and intimidation.
- We are unable to monitor mobile phone use on site, therefore allowing students access to mobile phones at school is not in keeping with our safeguarding responsibilities.

- We would like to support families who wish to delay giving their child access to a mobile phone and social media apps, and to reduce the peer pressure around owning a mobile phone.

Exceptions:

Students may have an individually agreed variation to this policy on medical grounds eg. if they are diabetic and use a mobile phone to monitor blood sugar levels. In this instance, it will be agreed with the student and their parents that the phone may only be used for this purpose.

If a student has individual circumstances such as the serious illness of a family member, arrangements will be made with a member of the pastoral team so that they can contact a family member during the school day or in an emergency.

Parent – child contact during the school day:

We ask that parents support our mobile phone policy, and do not contact their child during the school day or encourage their child to contact them on their mobile phone, unless this has been agreed in exceptional circumstances by a member of staff.

If parents need to contact their child urgently during the school day, they should contact the school and ask that a message is passed to their child, or that, if necessary, they can speak to their child.

If a child needs to get a message to a parent during the school day, they should

if

Breaches of our school policy

If a mobile phone is seen or heard during the school day or is switched on or not being stored in a bag or locker (locker only for Year 7) it will be confiscated and returned at the end of the school day after the student has completed a Reflection.

If a mobile phone is used in school during the school day this will be addressed with an appropriate consequence. This will depend on the way in which the phone has been used.

Where the school policy is breached more than once or seriously, the student will have to leave their mobile phone at home or hand it in at the start of the school day.

7.2 Smoking or vaping

It is against the law to sell cigarettes or vapes to people under the age of 18 or to buy them for them. The police can confiscate cigarettes or smoking equipment from people aged under 16 in a public place. It is illegal to smoke inside a public building.

Our school site is a smoking and vaping free zone. Students must not bring smoking or vaping equipment to school, smoke (or vape) on the school site, or on the way to or from school, or give or sell smoking or vaping equipment to other students.

Breaking these rules are likely to result in a period of time in our Reset provision. Repeated or serious breaches of these rules may result in a suspension from school.

8. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

9. Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the classroom expectations
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

10. Recognition and Celebration

Students thrive in a positive environment where demonstration of our INSPIRE values and active and ambitious learner behaviour is routinely acknowledged and celebrated. This reinforces the school's culture and ethos.

Recognition and celebration will be applied as clearly and fairly as possible to reinforce the routines, expectations and norms of the school's behaviour culture.

We want young people to feel proud of their achievements. We recognise the importance of the conversation and students understanding what they are being recognised for.

1) Verbal or written praise:

Adults are encouraged to use group or individual positive feedback and praise. This needs to be done so that it is experienced positively by students – many will prefer quiet, individual rather than public praise and acknowledgment. Adults may also contact parents with a positive phone call, email or postcard sent home.

2) Inspire points:

Teachers are expected to award an average of 5 INSPIRE points per single lesson. INSPIRE points can also be awarded for enrichment activities and Reset points are given for positive behaviour and engagement in the Reset provision.

INSPIRE points are added on BROMCOM and can be seen by students on Student Portal and by parents on My Child at School (MCAS).

3) Golden Buzzer Award:

Each member of teaching staff may award a single 'golden buzzer award' each week to an individual who stands out for their demonstration of INSPIRE values or ambitious learner behaviour. A golden buzzer award

postcard will be completed explaining the reason why it has been awarded and given to the student. Students are encouraged to share this with parents and their tutor and other key staff. They should then take it to the Base where they will be congratulated, and the Golden Buzzer will be recorded on BROMCOM.

4) Inspire Stickers, Badges, Certificates and Postcards

Students receive a sticker from their tutor after every 20 INSPIRE point awarded.

They receive an INSPIRE badge which should be worn in their blazer, jumper or cardigan:

- Bronze Award = 50 INSPIRE points
- Silver Award = 100 INSPIRE points
- Gold Award = 150 INSPIRE points
- Platinum Award = 200+ INSPIRE points

5) Tutor group and individual recognition

The number of INSPIRE points achieved by each tutor group (adjusted for tutor group size) will be shared in Tutor Notices each week. This is to promote INSPIRE points and encourage a sense of team within the tutor group. Tutor groups are not rewarded for the number of INSPIRE points achieved. Each week the names of the “most inspiring” students in each year will be shared on the TV screens in school and in tutor notices.

6) INSPIRE events

At times a small treat or reward will be given to students with the most INSPIRE points. This might include a hot chocolate or going to lunch 5 minutes early. This is not about “reward” but recognition and celebration.

7) Celebration Assemblies

These are held for each year group termly and will include:

- A focus on celebrating the achievements of all the students present
- Certificates for the students with the most INSPIRE points in each curriculum area and in total
- Display of the names of students who have achieved a Golden Buzzer during the term
- A raffle draw with a £10 voucher for one of the students awarded a golden buzzer and one of the students with the most INSPIRE points in each subject area and in total

An end of year Celebration Assembly will also include:

- Curriculum Area Student of the Year Awards
- An overall Student of the Year Trophy or Shield being presented to the student who has consistently demonstrated the school’s INSPIRE values, made the greatest contribution to the year group, or made the most significant progress

- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract

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.

11. The Behaviour System

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

Staff will endeavour to create a predictable environment by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

The aim of the response will always be to support the student to correct and / or put right the behaviour, and to prevent an escalation or repeat of the inappropriate or unacceptable behaviour.

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

When giving behaviour consequences, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Behaviour Incidents in Lessons

If behaviour does not meet expectation in the classroom, staff will use the following steps to help improve behaviour (see Appendix 3).

Phase 1: Issue a warning and record on BROMCOM. This should be done where possible through a brief individual conversation with the student.

Phase 2: Where the student has been given an opportunity to correct their behaviour and has not done so, a reflection should be issued and recorded on BROMCOM. The student should again be encouraged and supported to correct their behaviour, but without interrupting the flow of the lesson.

Phase 3: On-Call should be requested via the Team SOS website or App. A middle or senior leader is "on call" and will attend to support. This will usually involve removing the student from the lesson and escorting them to the Base. If the student is angry or upset, the person on-call will support them to co-regulate. On occasions, the teacher may ask the person on-call to talk to the student and support them to return to the lesson and to meet expectations. The person on-call will only support with returning the student to the lesson if this is requested by the teacher. The teacher or member of staff who has requested on-call must log the incident on BROMCOM with a written description of the incident. On arrival at the Base, the student will be given an opportunity to write their own witness account of the incident.

A decision will be made about the period of time that the student will spend in the Base before returning to mainstream lessons. This will be a maximum of a double lesson and social time or reflection. In the case of a serious incident that is still under investigation or where it is not appropriate for the student to return to lessons after this time they will move to the Reset provision.

On Call

A member of the wider leadership team is always on call. All staff can request On-Call using the Team SOS App or website. If this isn't possible, they can send a student to reception to request On Call.

On Call will be requested where a Phase 1 and 2 response have not resolved the behaviour, or in the event of a serious incident. Examples of serious behaviour incidents requiring immediate On Call (without a Phase 1 or 2 response):

- Physical assault, aggression or threatening behaviour

- harassment or abuse of a member of staff or student (including in relation to any protected characteristics)
- repeated defiance or refusal to follow instructions or complete the task
- dysregulated behaviour – “fight, flight or freeze” – angry or upset, leaving the classroom without permission, shutting down and refusing to communicate
- suspected of or carrying or using an item that is banned or illegal – alcohol, vapes, cigarettes, illegal substances, a weapon
- Misuse of fire alarms or extinguishers
- Dangerous behaviour

Where a student is dysregulated (ie. Angry, upset or “shut down”)

The first intervention will be to help them to regulate (co-regulation). This follows the “Five to Thrive” model. This may include:

- Giving the student time or space in a safe location and monitoring from a distance
- Taking them outside
- Acknowledging that they are upset or angry
- Explaining that you are there to help them
- Smiling or distraction
- Supporting with breathing or visualisation techniques

This may take place outside the classroom, on a walk around school, or in the Base. The member of staff On Call may ask another member of staff to support with this.

If staff are unable to support the student to regulate after a reasonable period of time, parents will be contacted and involved in a discussion about next steps. This will depend on the needs of the student.

Where a student is refusing to follow instructions

Every effort will be made to get the student to comply. This may include:

- Stating clearly and calmly what they need to do and why
- Giving a few minutes thinking times
- Explaining the consequence if they still refuse – this may include being escorted to the Reset Room or parents being contacted

If the student continues to refuse to comply, parents will be contacted and involved in a discussion about next steps. This will depend on the needs of the student.

Next Steps

This will depend on the severity and nature of the incident.

- 1) Priority will be given to ensuring all students are safe and accounted for, and receiving appropriate support, especially if they have been the victim of an incident or are angry or upset. A first aider will assess any injured or unwell student as soon as possible.
- 2) A member of staff should record any behaviour incidents on BROMCOM as soon as possible. The log will be visible to parents on MCAS. Incidents will generate a certain number of behaviour points, depending on the category and severity.
- 3) Any student who is removed from the classroom due to poor behaviour will be isolated for their next social time and will complete a Reflection at the end of the school day. Following an investigation, further sanctions could be applied if deemed appropriate dependent upon the seriousness of the incident.

- 4) Where necessary, an incident will be investigated. The students involved will be given the opportunity to explain to a member of staff what has happened and / or to write a witness statement on their own. Students may be supervised directly by a member of staff in the Base, Reset provision or another provision or office during the investigation. (Base Team)
- 5) Where a student is out of lessons for more than 20 minutes, or they have been involved in an incident that may result in a period in Reset or a suspension, parents will be notified that an incident has occurred and is being investigated as soon as possible. (Base Team)
- 6) The Progress Leader or SLT Link to the year group will review the incident and decide on appropriate actions. This will include a restorative conversation but may also involve a consequence. They will ensure that the incident and consequences have been discussed with the student(s) and their parents. This may be by email, phone conversation or meeting, depending on the nature of the incident and parental availability and preference.

12. Consequences for Inappropriate and Unacceptable Behaviour

The aim of any consequence is to help prevent the negative behaviour from recurring and to support the student(s) in understanding our behaviour expectations and responsibilities within our school community.

A consequence may also be used to ensure that the victim(s) of an incident feel safe in school, and that they and their family members feel that the school has taken the incident seriously, is upholding its values and expectations, and to allow an appropriate restorative process to take place.

The consequence will take into account the nature of the incident and the previous pattern of behaviour, but also the student's response to it – their honesty, willingness to accept responsibility, and to reflect on the impact of their behaviour on others and what they could do differently and to put the situation right.

Consequences will be adjusted for students with SEND needs where their needs will impact on their behaviour or ability to manage the consequence, to ensure that they are proportional, appropriate and effective.

We are mindful that students with attachment issues or disorders will experience significant shame in relation to behaviour incidents and are likely to find any discussions about their behaviour very challenging. Key workers who know the students well and adults in school with the relevant skills and experience (SENCO, Lead Teacher for Care-Experienced Students) will be involved in the decision making and conversations where appropriate.

1) Behaviour Log and Conversation with adults

For many students and incidents, receiving a behaviour log and the negative behaviour points that go with this, and a resulting conversation about the incident with their tutor or Progress Leader and an adult at home, is a sufficient consequence. These conversations have the greatest impact when:

- The conversation is proportional to the incident
- The adult reminds them that they do not usually behave in this way, and the impact of their behaviour on themselves and others
- The student is given an opportunity to explain their point of view and any mitigation or reasons
- The student is given an opportunity to explain how they can put the incident right, with an emphasis on apologising (where this is volunteered or agreed to) and giving assurances about future conduct
- The student is reassured that it is OK to make mistakes as long as you put them right and learn from them, and that this mistake doesn't affect the opinion the adult has of them

2) Reflection

A reflection takes place for 20 minutes (from 3.20-3.40pm) at the end of the school day on which the incident occurred or where the incident occurs after 2pm, on the following day. A Reflection is an opportunity for the student to:

- Reflect on the incident and consider how they can moderate their future behaviour to reduce future occurrences.
- Hold a restorative conversation with the member of staff involved.

Any member of staff in school can issue a Reflection if they witness or are alerted to an incident where behaviour does not meet expectation. A Reflection will be held in a central location supervised by SLT or a Middle Leader. Reflections will be held in accordance with the DfE rules on detentions.

We will inform parents by text message or telephone if their child has to stay for a Reflection.

Under the DfE guidance for detentions, we will rearrange a Reflection where it could compromise the student's safety.

- If the Reflection is likely to put the student at risk.
- If the student has known caring responsibilities which mean that the Reflection is unreasonable.
- If suitable travel arrangements cannot be made by the parent for the student.

Under any of these circumstances the Reflection will be rearranged at a time when it will not compromise the safety of the student. The school will also rearrange Reflections if the student has a commitment that it would be unreasonable to rearrange. Reflections will not be rearranged to allow the student to attend an enrichment activity – the Reflection needs to take priority.

Appendix 2 outlines the Reflection process.

3) Supervised Social times

Where an incident has occurred at social times, a student may be placed under supervision at break and lunch time. This may be used in addition to or instead of a Reflection. This may be put in place for up to 10 school days, depending on the nature and severity of the incident(s).

A student may be supervised in the Base, Reset Room, or another provision or office.

4) Reset

Where an incident of unacceptable behaviour occurs, or repeated incidents of inappropriate behaviour, a student may be required to spend an agreed period of time in our Reset Provision. This is usually based on our Meeting Room but may at times be relocated to an available classroom. The school day in Reset is 8.50am – **3.30pm**. Students may spend half to 3 days in the Reset room depending on the severity and / or complexity of the incident or incidents. Students are never placed in the Reset provision as a result of organisational issues such as forgetting equipment or homework or due to lateness.

The aim of our Reset provision is to give a longer period of time for a student to reflect on and work to address the unacceptable behaviour, and to allow an appropriate period of time before a restorative process can take place, with an agreement about appropriate behaviour going forward. The aim of Reset is to ensure that a student is not referred back to Reset for as long as possible, due to an improvement in their behaviour.

During their time in the Reset room, students will work with a member of SLT to understand school expectations, and their responsibilities as a member of our school community, as well as the purpose and opportunities of engaging with their education, and to develop their sense of belonging in our school community. They will be supervised by teachers and members of our pastoral team.

During time in Reset, work will be set for students on google classroom or paper by their class teacher for them to complete independently, with advice and support from the adult supervising if required.

Students will follow their usual food arrangements in school. They may bring and eat a packed lunch, or if they have free school meals or buy food from the cafeteria, they will have the opportunity to order food which will be brought to them in the Reset room. They will have movement breaks as a group during the school day.

They will be expected to complete an activity reflecting on the impact of their behaviour, to identify better choices that they could have made, and to have a restorative conversation with the appropriate adult(s) or student(s).

In some cases, a student may attend the Reset room instead of going to a specific lesson for a maximum of 3 single or double lessons in that subject, where an incident has occurred in a specific subject.

Where students have a SEND need or an adjustment for another reason, the Reset period may be served in an alternative location, or with time in different locations.

5) Suspensions and Permanent exclusions

The decision to suspend or exclude a student will be made by the headteacher and only as a last resort to in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Please see our Suspension and Exclusion Policy for more information.

13. Behaviour Interventions

We monitor and track student behaviour at an individual and cohort level and will identify students who would benefit from additional support or intervention. This is a graduated response dependent on need.

1) Behaviour for Learning Diary

A student may be given a diary in which their teachers record positive behaviours and achievement (while still logging any behaviour issues on BROMCOM). The aim of this diary is to support the student to make positive and appropriate choices, and to improve their behaviour. A behaviour for Learning diary will be used for a time limited period with agreed targets or outcomes and will be checked daily. Parents will be informed if their son/daughter is given a behaviour for learning diary and will be involved in reviewing any improvements in behaviour.

2) Student Profile and Key worker

The student may be given a keyworker who will complete and student profile with them and share this with their teachers and other staff who work with them. This will share their strengths, things they find challenging and strategies that support them to demonstrate positive behaviour and engagement.

3) Behaviour Review Meetings

Parents are able to see their child's behaviour points and incidents, as well as their INSPIRE points, on MCAS. They will be contacted by phone, email or letter if there is a concern about their child's behaviour and the number of behaviour incidents or points they are accruing, and offered the opportunity to attend a meeting to review their child's behaviour and agree strategies to support them.

The student's behaviour will be monitored and reviewed, and if it improves the student and parent will be contacted to recognise that.

If there is no improvement, or the situation worsens, the parent will be contacted again to invite them to a behaviour review meeting. At this meeting, a behaviour support plan will be agreed, with clear expectations for the student, and any additional support that they may need will be discussed.

Further meetings will take place to discuss and review the behaviour support plan.

4) External agency referrals / involvement

We have strong links with a range of external agencies including the Police who provide weekly support in the form of a school Police Liaison Officer. They will participate in school life and the school community, becoming part of children and young people's everyday experiences, increasing familiarity, confidence, and trust in the police. They will also provide support in dealing with incidents where appropriate and will spend time educating young people in school in order to improve behaviour and reduce any risks that may be posed outside of school.

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 child protection and 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 child protection and safeguarding policy for more information.

5) Changes to school provision

Nurture or Haven support may be considered for students who are struggling to cope with full-time mainstream provision. This is likely to be part-time.

Where students are at risk of repeat suspensions, temporary adjustments to the school day may be proposed to support a successful reintegration to school. This has to be agreed by parents and will be reviewed regularly with the intention of increasing time in school as quickly as possible.

Where students are at risk of suspension or permanent exclusion, the student may be placed in the Intensive Mentoring Programme (IMP). This may be full or part-time, alongside mainstream provision. Students may be taught in a small group in the IMP for all or some of their subjects. The aim of this provision will always be to support reintegration into mainstream school.

Where students need more bespoke provision, part-time provision at the Enhanced Resource Provision (ERP) located on the Bramcote College site alongside IMP provision may be arranged, subject to a place being available. Part-time placement at an off-site Alternative Provision may be agreed subject to a place being available and funding.

If IMP provision breaks down, the student may be directed to attend an off-site Alternative provision.

A Managed Move may be offered where the student is at risk of repeat suspensions, or the school placement is at risk of breaking down, resulting in alternative provision. This offers the opportunity for the student to have a fresh start at another mainstream school in south Broxtowe. A managed move will only take place with

the agreement of the school offering a placement and the parent. If the Managed Move is successful, the student will usually transfer to the role of the school offering a placement.

14. Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' 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 students with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students 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, but may include:

- 1:1 or group TA support
- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Training for staff in SEND needs
- Use of Haven, Nurture and Base where students can regulate their emotions during a moment of sensory overloaded

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', the school will assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) 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/carers to create the plan and review it on a regular basis.

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

15) Searching and confiscation

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

Confiscation

Any prohibited items 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 students after discussion with senior leaders and parents/carers, if appropriate.

The law allows a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

At Alderman White, teachers are expected to ask students for any banned items that are not allowed in school. This includes items such as hoodies or denim / leather jackets which are banned by our uniform policy, mobile phones or headphones that are seen or heard (unless they are being used in accordance with the instructions of a teacher), smoking or vaping equipment (cigarettes, lights, tobacco), alcohol or illegal drugs or items suspected to be alcohol or illegal drugs, weapons or items that could be used as weapons.

If the student refuses to hand over the item or they are not willing to confiscate it, they should use the on-call system to request support from a senior member of staff.

No member of staff should make physical contact with a student in confiscating any item unless this is judged necessary to prevent a risk of harm to a student or member of staff. A member of staff needing to use restraint or physical contact to confiscate an item should immediately call for urgent support.

If a student refuses to hand over an item as requested, the consequences will be explained, and every reasonable attempt made to get them to comply. A decision will then be made about any action required to ensure the safety of all students and staff. Failure to comply will be dealt with using our behaviour policy and procedures.

Any confiscated item will be taken to the Base or the school office for secure storage. Any illegal or suspected illegal or dangerous items should be taken to a member of SLT. The school is not legally responsible for any items that are confiscated correctly under the school behaviour policy but will do their best to ensure confiscated items are stored safely.

Where a criminal offence has been committed and the police request a confiscated item this will be given to the police and the student or parent notified that this has happened. Items that can legally be owned by the student will be returned to them or a parent in accordance with our behaviour policy. Where we do not feel it is safe or appropriate to return the item to the student, we will ask that a parent or delegated adult representative attends school to collect the item. Items such as illegal drugs or weapons may be appropriately disposed of or destroyed in accordance with police guidance and instructions.

Searching a student

Legally, school staff have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers
- fireworks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any items banned by the school’s behaviour policy - vapes

A search can be carried out if a member of SLT or the pastoral team has reasonable grounds for suspecting that the student is in possession of a prohibited item, or if the student has agreed.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear
- Hats, scarves, gloves, shoes or boots

We may use this power to search students’ possessions such as their locker or school bag while it is not in their possession without their consent where we feel this is necessary to protect the wellbeing and safety of students and staff.

Searches will be carried out by a member of SLT or the Pastoral team who is the same sex as the student (unless the urgency of the situation makes this impossible) with another member of staff present.

We will only search a student and the possessions that they have with them with their consent and without making physical contact with the student. A student will always be first given the opportunity to voluntarily hand over any item that they know they should not have in school. We will ask the student to remove external clothing and empty their bag and pockets.

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

Where a student refuses to be searched, we will consider this along with any other evidence in deciding whether it is likely that they have a banned, dangerous, or illegal item or items in their possession. Refusal to be searched could lead to a reasonable assumption of guilt as well as a failure to follow the school behaviour policy and is likely to result in a consequence.

If it is deemed necessary that a search is carried out and the student refuses to co-operate, we will seek support and advice from others – this could include parents, or in extreme cases the police. If a decision was made that it was necessary to contact the police, every effort would be made to make parents or carers aware of this. School staff would attempt to work with the police to establish their intended course of action. It is school policy that a parent or carer or member of school staff would remain with a young person if the police were called.

Any illegal or banned items will be confiscated and dealt with following the guidance on confiscated items.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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

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
- 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.

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 whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Any complaints about searching will be dealt with through the normal school complaints procedure.

Strip searches

School staff are not authorised to conduct a strip search (removing more than the outer clothing) and strip searches on school premises can 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 would 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.

Once the police are on school premises, the decision on whether to conduct a strip search lies with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and would advocate for student wellbeing at all times.

See Appendix 6 for further information.

16) Physical Intervention (reasonable force)

Reasonable force covers a range of interventions that involve physical contact with students.

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/carers

It is our school policy that physical restraint will only ever be used if deemed necessary to protect a student or member of staff from harm. It is recognised that at times staff may have to make a very quick decision about whether it is necessary or appropriate to use physical restraint.

- ✓ Staff should always attempt to use de-escalation techniques if possible and use a calm but firm voice to instruct a student to stop, walk away or come to them.
- ✓ Putting a hand on their shoulder or guiding them by the elbow, standing in front of them or putting an arm out may help to emphasise the instruction if there is a risk of harm to them or others.
- ✓ On rare occasions staff may deem it necessary to use further contact to restrain a student. Where this is necessary, they should urgently seek support from colleagues.
- ✓ Staff should always try to avoid acting in a way that might cause injury.

All members of school staff have a legal power to use reasonable force in line with the guidance and our policy although there is no requirement that they do so. Training will be provided to all staff on de-escalation techniques along with physical restraint training for staff most likely to be on call, duty or working with higher risk students.

Adults who opt not use physical restraint will instead continue to use de-escalation techniques, remove other students from harm, and seek urgent support from colleagues.

17) Off-site misbehaviour

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Consequences may be applied where a student has misbehaved off-site when representing 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

Consequences 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

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

18) Online misbehaviour

The school can issue behaviour sanctions to students 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.

19) 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 Deputy Headteacher (Behaviour) or another member of SLT 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 designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

20) 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:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

21) Allegations of abuse

Allegations of abuse are taken seriously, and we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

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

The investigation will be led by the Headteacher, or a delegated member of senior staff and appropriate action will be taken if the allegations are found to be malicious and unfounded. Any allegations against the Headteacher will be investigated by the Chair of Governors.

Any investigation involving a member of staff will be reported to the LADO.

Where allegations against a member of staff are proven to be malicious, this will be taken extremely seriously. Any allegations of this nature will be sanctioned in line with our behaviour policy and could lead to a fixed-term or permanent exclusion. We will always consider if there are any underlying mitigating circumstances for the allegation in line with our Child Protection policy.

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.

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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

22. Training

As part of their induction process, new staff are provided with training on our behaviour policy and other linked policies including SEND and safeguarding and child protection.

All staff receive regular training relevant to their roles in relation to behaviour management, including:

- › The needs of the students at the school
- › Building positive relationships and a sense of community and belonging
- › The school behaviour expectations and systems
- › How SEND and mental health needs can impact behaviour
- › Trauma-informed practice
- › De-escalation and physical restraint

23. Monitoring arrangements

The school will collect data on the following:

- › Behavioural incidents, including on-call, reflection and reset
- › Suspensions
- › Use of Alternative Provisions and managed moves
- › Incidents of searching and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, students, parents and governors s (via anonymous surveys)

The data will be analysed annually by the Deputy Headteacher (Behaviour).

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

- › At school level
- › By age group
- › 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 them.

24. General Data Protection Regulations (GDPR) & Data Protection Act (DPA 2018)

Data will be processed in line with the requirements and protections set out in the GDPR and the DPA 2018. Data will be held in accordance with the Trust's Management and Retention of Record's policy. Data may also be shared when appropriate in accordance with our statutory duties and as detailed in the Trust Privacy Notice.

25. Monitoring this policy

This policy will be reviewed by the Deputy Headteacher (Behaviour) 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 Board.

Appendix 1: Classroom Expectations

We understand the importance of excellent classroom behaviour and have high expectations of our students. Our expectations in the classroom are outlined below.



The poster features a large 'W' logo in a blue circle at the top left. The title 'CLASSROOM EXPECTATIONS' is centered at the top. Below the title are three columns of expectations, each with a colored arrow pointing to the title: a grey arrow for 'Be Prepared' (Responsibility), a red arrow for 'Be Respectful' (Integrity), and a blue arrow for 'Be Committed' (Engagement). Each column contains a list of four items, each preceded by a green checkmark. At the bottom, seven cartoon figures hold signs for 'I Integrity', 'N Nurture', 'S Success', 'P Perseverance', 'I Innovation', 'R Responsibility', and 'E Engagement'. The logo for 'The White Hills Park Trust' is in the bottom right corner.

CLASSROOM EXPECTATIONS

- Be Prepared** (Responsibility)
 - ✓ Complete homework
 - ✓ Be on time
 - ✓ Wear the correct uniform
 - ✓ Bring the correct equipment
- Be Respectful** (Integrity)
 - ✓ Follow instructions first time
 - ✓ Self-regulate
 - ✓ Show kindness
 - ✓ Co-operate with others
- Be Committed** (Engagement)
 - ✓ Try your best
 - ✓ Show resilience
 - ✓ Contribute
 - ✓ Listen attentively

The White Hills Park Trust
A Culture of Excellence

Appendix 2: Classroom Behaviour Process

In order to support good behaviour for learning in the classroom, teachers at Alderman White School will follow the steps below. This system recognises that students will, on occasion, need reminding of the expectations with regards to behaviour and conduct and gives students the opportunity to adjust their behaviour to meet expectations and reflecting upon where they have got things wrong. Where there is little improvement in behaviour, actions will be taken to ensure the learning environment remains positive.

Phase 1 Warning

- Student behaviour does not meet expectation and they are warned about their conduct. Use explicit language to explain what they have done that doesn't meet expectations.
- Reaffirm the classroom expectations by referring to the poster on your classroom wall.
- Give explicit instruction of how the behaviour can be improved to meet expectation and demonstrate school values
- Log incident on Bromcom (Phase 1 incident on Bromcom)

Phase 2 Reflection

- Where poor behaviour persists, the student must move to another seat within the classroom (where possible) Classrooms should be set up with a spare desk for moving a child to where this is possible.
- Teacher will have a conversation with the student about their behaviour at this point and explain how it is not meeting our classroom expectations and discuss the impact the behaviour is having on the lesson
- On-Call may be called to support with behaviour but the student may not always be removed
- Behaviour must be logged on Bromcom as a 'Phase 2' incident. This will generate an automatic 20 minute 'Reflection' at the end of the same day which will be held centrally. A phase 1 event does not need to be logged in addition to this log.
- The teacher must inform the student that they have a 20 minute 'Reflection' at the end of the day

Phase 3 Remove

- If poor behaviour continues, On-call will remove the student from the classroom
- The student will be isolated for the remainder of the lesson and subsequent social time.
- Behaviour event must be logged by the class teacher on Bromcom as a 'Phase 2' incident so that the automatic 20 minute 'Reflection' is set for the end of the day.
- Class teacher (supported by CL/PL/SLT) may want to contact parents to discuss incident further.
- Class teacher can move straight to Remove if they feel it necessary

Appendix 3: Online live lesson classroom expectations

Be Prepared	Be Respectful	Be Committed
<ul style="list-style-type: none">• Make sure parents have replied with permission• Be on time for your lesson• You must have your camera turned off (<i>you can only use it when a teacher directs you to</i>)• If camera used for an activity:<ul style="list-style-type: none">- Background must be blurred- Wear appropriate clothing- Computer must be in an appropriate area of the house	<ul style="list-style-type: none">• Follow instructions first time• Self-regulate• Show kindness• Work well with others• No inappropriate comments or language (verbal or written using the 'chat' function)• You must not make any recording of the lesson (Video/ or sound)	<ul style="list-style-type: none">• Try your best• Show resilience• Contribute• Listen attentively



Appendix 4: Routines

Equipment

All students need to come equipped and ready to learn.

If a student arrives at school without their core equipment (Pen, Pencil, ruler, whiteboard, whiteboard pen, fully charged Chromebook and water bottle), they should:

- Go to the Base to borrow the equipment they need before they go to tutor time. This should be done before tutor starts and they will be marked late if this makes a student late for tutor.

In tutor time each day, the tutor will check that every student has the correct equipment by asking them to place equipment on the desk when they enter the room. If a student does not have their core equipment, the tutor will:

- Send the student to the Base where they will be issued with equipment by a Student Support Mentor (SSM)
- The SSM will log this as a behaviour event on Bromcom (lack of equipment)
- The student must return the borrowed items at the end of the day.
- The tutor will hold a conversation to remind the student of the importance of bringing the correct equipment

The SSM will monitor students who repeatedly do not bring equipment to school and where this happens more than once, the student will be issued with a Reflection.

All equipment issues will be solved before students leave tutor period.

If a student needs to borrow equipment during a lesson, a member of staff will loan this equipment for that lesson only and will log on Bromcom as a behaviour event; 'lack of equipment'.

Uniform

All students must wear the full school uniform every day.

If a student comes to school without wearing the full school uniform, they should;

- Go to the Base to solve the uniform issue and borrow the item of uniform they need before they go to tutor time.
- The item must be returned to the Base at the end of the day.
- The Student Support Mentor will log items that are borrowed.

In tutor time each day, the tutor will check that all students are wearing the full school uniform. If a student is not wearing the uniform, the tutor will;

- Send the student to the Base to correct the uniform.
- The Student Support Mentor will solve the uniform issue and log as a behaviour event on Bromcom.
- If the uniform issue cannot be solved, the Student Support Mentor (or Progress Leader) should contact home to ask that they support in rectifying the issue (e.g. Bring school shoes up to school)
- If the uniform issue cannot be rectified on the day (or the student refuses to rectify the issue), the student will work in the Reset room, or be allowed to attend lessons but attend the Reset Room or Base during social times, until the issue is resolved.

Uniform issued will be monitored and where there are repeated concerns, the student will be issued with a Reflection.

If a student arrives at a lesson in the incorrect uniform, the teacher should send them to the Base to rectify the issue. They should log this on Bromcom.

Any adaptations to the uniform policy must be agreed by the Progress Leader and SLT line manager for the year group. The student must carry a note with them explaining that the uniform adaptation has been agreed.

Punctuality

All students should arrive on time for school each day.

If a student does not arrive on time for tutor period, they will be marked late by their tutor on the register on Bromcom.

The Welfare and Attendance Officer will monitor punctuality.

In order to promote excellent punctuality, the tutor should;

- Take the register as soon as tutor period starts (after the bell)
- Allow students a 2 minute 'grace' to enter the classroom. After this point they will be marked as late using an 'L' on the register (and noting the number of minutes late)
- Mark a student late where they have been on the school site but have subsequently not arrived for tutor period on time. Students who need to use the bike shed are advised to arrive 5 minutes early to avoid being late for tutor period.

If a student has a note from a member of staff explaining why they are late for tutor time, the tutor should;

- Mark the student present and on time using '/'

If a student has a note from home stating a reason as to why they are late, the tutor should;

- Mark the student late and tell them they must speak to their Progress Leader, Student Support Mentor, or the Attendance Officer to explain why they were late and ask them to authorise the note.
- Always mark a student late in this scenario, unless the note has been signed by the Progress Leader, Attendance Officer, or Student Support Mentor.
- The Progress Leader/Attendance Officer/Student Support Mentor will then decide if the reason for lateness was valid and adjust marks accordingly.

Students who are late without good reason will make up the time they are late at the end of the school day in a late reflection.

Appendix 5: Strip searches (DfE Guidance)

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.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult). The student's parents/carers would always be informed by a staff member that a strip search has taken place.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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