



Alsager School

BEHAVIOUR POLICY

Prepared by Adele Snape, Assistant Headteacher
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Presented for approval
to the Full Governing Body of Alsager School on
10th March 2021 and subsequently approved and adopted on
the same date

Chair of Governors: Mr Lindsay Purcell

Signature: *L. Purcell*

Date: March 10th 2021

Statement of Intent

The School has a moral duty to all pupils, parents and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

Aims

Alsager School aims to provide a safe environment in which student behaviour ensures that all students can learn and all teachers can teach. This policy is underpinned by the 'Behaviour For Learning' system used at Alsager School. This system is communicated with parents and students via student organisers, the parental portal, communication with staff and student reports.

The aim of this policy is to:

1. promote a culture of positive behaviour for learning.
2. define the role of teachers in establishing and maintaining excellent standards of behaviour in the School.
3. state what is expected of pupils.
4. state what is expected from parents.
5. provide guidance on available rewards and sanctions.
6. prevent bullying.
7. ensure the wellbeing of all pupils and staff is catered for.

This policy works alongside the:

1. Rewards and Sanctions' Document
2. Anti-Bullying Policy
3. School Uniform and Mobile Phone Policy
4. E-Safety Policy
5. Safeguarding Policy

The management of behaviour within the school is in line with the school's Pupil Intervention Strategies, which can be found at the end of this document in Appendix 1. It is the aim of the School to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. The School expects a high standard of good behaviour and value is placed on the qualities of self-regulation, tolerance, kindness and mutual respect. Our aim is to have firm but fair discipline in a caring and friendly atmosphere. Pupils are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are important.

Code of Conduct

Our code has been generated in collaboration with student voice via the school council, SPIRIT lessons and staff voice. Our code is included in pupil organisers.

Learning	Teaching	Environment	People
Arrive on time prepared to learn.	Listen and do not talk when the teacher is speaking to the class.	Take pride in our school.	Take responsibility for our own actions.
Work to the best of our ability	Follow instructions.	Care for our environment.	Value all people within school.
Allow others to learn	Cooperate fully within the classroom.	Treat all property with care and respect.	Care for our school community.

Expectations of our students

- Students are expected to follow the ‘Code of Conduct’ and the ‘School Uniform and Mobile Phone’ policy at all times.
- Students are expected to behave in a way that does not adversely affect the learning or health and safety of others or themselves.
- Students are expected to behave responsibly on their journey to and from school and on school trips so as to not bring the school into disrepute.
- Students are to be mindful that when in Alsager uniform or identifiable as a pupil at the school that they are ambassadors for the school subject to the school’s ‘code of conduct’.
- Students are expected to use modern technology appropriately and safely. Please see the ‘Anti Bullying Policy’ and ‘E-Safety Policy for further guidance.
- Students are expected to show respect to members of staff and each other and accept sanctions when they are given.
- Students should not make racist, sexist, homophobic or other abusive or humiliating remarks. Please see the ‘Anti-Bullying Policy’ for more guidance.
- Students should not resort to physical violence.
- Students are expected to have a high standard of personal appearance and follow the guidelines set out in the ‘School Uniform Policy’. We do not chase fashion and we ask that students keep their particular trend for evenings, weekends and holidays.

Expectations of all staff

- To ensure that the ‘Code of Conduct’ and the ‘School Uniform and Mobile Phone policy’ is followed around school.
- Confiscate inappropriate items from students.
- Consistently apply the ‘Behaviour For Learning’ criteria to all lessons.

- Issue all sanctions and rewards that are in line with this policy and the 'Rewards and Sanctions' document.
- Model positive behaviour.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Record behaviour incidents.
- Contribute to the positive learning culture across the school.

Expectations of the Headteacher and Governors

- The Headteacher and Senior Leadership team will support staff in managing behaviour, implementing the 'Behaviour policy', creating a positive learning culture and the use of rewards and sanctions.
- The Headteacher and Governing Body will support staff if they need to use 'reasonable force'.
- The Headteacher is responsible for taking the decision to exclude any student should it become necessary.
- The Headteacher will deal with any allegations against staff and they will be dealt with in a fair and consistent way.
- Unfounded malicious allegations against any member of staff will result in a serious sanction for that student.
- Governors will monitor the implementation of the 'Behaviour Policy' through termly updates on 'Behaviour For Learning' rewards, exclusion figures etc.
- Governors will attend meetings as part of our Pupil Intervention Strategies with regards to individual pupils and their behaviour.

Expectations of Parents

- To support their child in adhering to the pupil code of conduct.
- To support the school and work with the school, when sanctions are given.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns promptly and appropriately with the subject teacher, Head of College.
- Model positive behaviour and treat all members of our community with respect .
- Support the school and its policies, to maintain high standards and expectations.

Policy into Practice

All behaviour that is not in line with our code of conduct and/or our policy will have a consequence. Sanctions chosen will always be appropriate and proportionate but may vary from individual to individual. We encourage positive behaviour for learning through high expectations, consistent policy and an ethos, which fosters discipline and mutual respect.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Poor BfLs
- Incorrect uniform (see separate 'School Uniform Policy')

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Swearing directly at a member of staff or fellow student
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (see below for list)
- Physical assault

This is not an exhaustive list and the headteacher will make the final decision.

Consequences of misbehaviour

All behaviour that is not in line with our code of conduct or our other policies will have a consequence. In some cases this may be a detention. Whilst parental consent is not required for detentions, we will endeavour to inform parents of detentions that are scheduled to take place after the school day has finished. Break and lunch time detentions are also available as possible sanctions. We will always ensure that sufficient time is always provided for students to eat their lunch and go to the toilet. Additional consequences such as time in Reflection (see Appendix 2 for further explanation), in the designated area of the school work room or with a member of the senior leadership team, or a member of staff, is also to be used where it is deemed appropriate.

Rewards

Positive behaviour will be rewarded with:

- praise from subject teachers, form tutors and Heads of College.
- Postcards home
- Letters and phone calls home
- Representing the school e.g. on sporting events

- Taking part in school trips
- Golden tickets for positive BfLs
- Celebrations for the top BfLs monthly
- Big breakfast for the form with the top BfLs

See 'Rewards and Sanctions Policy' for a more definitive list.

Confiscation of Prohibited Items

Any student who is found in the possession of prohibited items will have their items confiscated. Where there is a suspicion that a student has a prohibited item, they will be required to empty their bags, pockets, locker etc. Refusal to do so will be classed as refusal to follow teacher instruction. If there is suspicion that the student is in possession of a dangerous or banned item, the school will consider seeking police guidance.

The school reserves the right to search a student where there is a suspicion that the student may be carrying knives or weapons, alcohol, illegal drugs, tobacco, cigarette papers, vapes, fireworks, pornographic images and stolen items.

Where there is suspicion that a mobile phones or electronic devices contains pornographic images or indecent images of a child or evidence of online bullying, the school reserves the right to search the mobile phone or device.

Prohibited items include the above as well as any items that may endanger the health and safety of others. The school reserves the right to deem an item prohibited.

Confiscation of Banned Items

During the school day mobile phones and headphones are a banned item and if seen by a member of staff will be confiscated and placed into the College Office Safe. Please see the 'School Uniform & Mobile Phone Policy' for further clarification. Other banned items include aerosols, laser pens, fidget spinners and lighters. This list is not exhaustive and the school reserves the right to deem an item banned.

Use of Reasonable Force

Due to the excellent standards of behaviour around Alsager School it is very rare for any form of physical intervention to be necessary when dealing with behaviour issues.

However, Alsager School reserves the right to use 'Reasonable Force' through 'Positive Handling' where necessary. This may include using reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. Relevant staff receive regular recognised training on 'Positive Handling'. This would always be used as a last resort.

Training for Staff

Behaviour management forms part of our on-going professional development to ensure a consistent approach to dealing with behaviour across the school. The continued development of our positive learning culture is discussed in staff briefings, faculty meetings and during allocated training time to share best practice and offer support to all staff.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to the needs of the pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Our Heads of College work with our local feeder primary schools to manage the transition from KS2 to KS3 and establish any potential difficulties to ensure that support is put into place.

Exclusion

In extreme circumstances it may be necessary to exclude a student because their behaviour has become unacceptable. The decision to exclude a student will be taken by the Headteacher.

Exclusion may take the form of Internal Isolation, Alternative Provision at another Cheshire School or the PRU, Suspended Exclusion, Fixed Term Exclusion, 6th day provision at an alternative school or Permanent Exclusion. Parents will be notified and kept fully informed should such decisions become necessary.

GDPR

For reasons of confidentiality we do not disclose the sanction of another student to parents.

Legislation

This policy is based on:

- Behaviour and Discipline in Schools: Advice for headteachers and school staff. January 2016.
- Education Bill 2011
- DFE document- Ensuring Good Behaviour in Schools.
- Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- Searching and screening pupils is conducted in line with the DfE's latest guidance.

APPENDIX 1**Alsager School****Pupil Intervention Strategies****PUPIL INTERVENTION STRATEGIES AT
ALSAGER SCHOOL**

Step 1	Continuous interventions with head of college addressing behaviour, attitude to learning. Being placed on report based on BfLs.
Step 2	HOC to set up a meeting with SLT link as a first port of call to attempt to address issues identified by HOC.
Step 3	Supportive: Challenging/encouraging/supporting/firm detentions/alternative provision /report /meet parents.
Step 4	HOC to set up a meeting with SLT link/Headteacher and parents to address issues identified by HOC/form tutor/school staff
Step 5	Governor Pupil Intervention meeting to be arranged with the following: x1 Governor, Head/SLT link/HOC/Pupil and Pupils parent/carer
Step 6	Governor Pupil Disciplinary meeting is then arranged. Meeting is attended by x 3 Govs/Head/SLT link/HOC/pupil/pupils parent/carer to address the issues identified by staff. Agreed time scale for improvement set
Step 7	Extended Alternative Provision/Review Panel
Step 8	Pupil moves to a new school by agreement
Step 9	Permanent Exclusion/GB Permanent Exclusion Panel/Outcome of GB Panel to be implemented

APPENDIX 2

Reflection

A student will be placed into reflection:

- if they are removed from a lesson due to misbehavior.
- If they are given a serious sanction following an incident.
- If they are speaking to staff disrespectfully and they are not following instructions (as per the code of conduct).

Reflection is situated in our current student workroom. In Reflection students will be given the opportunity to reflect on the reason that they are there and the impact that it has had on others.

Before returning to lessons, students will:

- make a pledge to change their behaviour to learn from their experience in Reflection.
- Take part in a restorative conversation with the member of staff involved in the incident, led by a Head of College, Curriculum Leader or member of the Senior Leadership Team.

This policy will be made available on our web site.
