Altrincham College

Behaviour Policy

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1. Background

Our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient so that they make a valuable contribution to the world in which they live, and are empowered to make informed and positive life choices. At Altrincham College our culture of high expectations, warmth and encouragement aims to create good people who will go out into the world and do what is right. We are committed to ensuring that we develop our young people into confident young adults with a strong sense of social responsibility.

We believe that young people must develop self-discipline and be given opportunities to make the right choices and in doing so, each pupil will thrive at our school and develop the skills they need to be successful.

We have high expectations, accept no excuses and will support every pupil to meet our expectations. Whilst sometimes this may be challenging, we expect our pupils to demonstrate good behaviour and positive attitudes at all times. If they do this, their hard work will be recognised. However, where behaviour falls below our expectations, a sanction will be issued, and a restorative conversation or activity takes place. This provides the opportunity for the pupil to reflect and take the necessary steps to improve.

2. Principles

At Altrincham College we seek to create an environment which encourages and reinforces good behaviour, removing any barriers that might prevent our pupils from achieving excellent academic results and having successful, happy lives.

All pupils, staff, parents/carers and visitors have the right to feel safe at all times and should always have mutual respect for one another. Lessons should be free from disruption and inclusive for all pupils so that they can focus on learning and have the confidence and resilience to participate and engage.

We believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. We also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

3. Aims

This policy aims to:

- Provide a **fair and consistent approach** to behaviour management at our school
- Ensure that our school is a safe, orderly learning environment, which is calm and productive
- Promote and support the spiritual, moral, social, cultural and emotional development of our pupils
- Outline how pupils are expected to behave, both in and out of the classroom
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions
- Help pupils understand that actions bring consequences, both positive and negative, and to help pupils learn to be responsible for their actions
- Summarise the roles and responsibilities of staff to ensure that the policy is utilised effectively across our school

4. Legislation and statutory requirements

In drawing up this policy, reference has been made to the following documents:

- Behaviour in schools: advice for headteachers and school staff DFE 2024
- Keeping Children Safe in Education 2025
- Searching, screening and confiscation: advice for schools DFE 2022
- The Equality Act 2010
- Supporting pupils with medical conditions at school DFE December 2015
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Sharing nudes and semi-nudes: advice for education settings working with children and young people DFE 2024
- Restrictive interventions, including use of reasonable force, in schools. DFE April 2026 *(Supersedes use of reasonable force in schools DfE January 2013)*

It is also based on the Special Educational Needs and Disability (SEND) code of practice. DFE January 2015

In addition, this policy is based on:

- Section 175 of the Education Act 2005, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DFE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5. 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, which demonstrates a lack of respect for others
- Incorrect uniform
- Using a mobile phone in school

Serious misbehaviour is defined as:

- Repeated breaches of the school code of conduct
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession/distribution of any prohibited items. These are:

    - Knives or objects intended to be used as a weapon
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers
    - electronic cigarettes or vapes
    - Fireworks
    - Pornographic images
    - High-caffeine energy drinks (Red Bull, Monster) These drinks are labelled 'High caffeine content and are not recommended for children
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Restrictive intervention is defined as:

- to prevent, restrict or subdue movement of the body, or part of the body, of a student.

6. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: • Racial • Faith-Based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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, teasing, spreading rumors
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6.1 Reporting Bullying

It is important to report all forms of bullying immediately. This can be done in a number of ways:

- Verbally to an adult in school
- Emailing an adult in school
- Asking a friend/sibling to speak to an adult
- Speak to an Anti-bullying Leader
- Using the worry box in Pupil Support Centre
- Online using 'Whisper'. Whisper is our school's confidential system for reporting problems at school or at home.

6.2 Dealing with Bullying

If bullying is suspected or reported, the incident should be logged on CPOMS by the member of staff who has been approached. The CPOMS log should be referred to the Form Tutor, Head of Year and Pastoral Support Manager via the Bullying Alert button. The year team led and coordinated by the Head of Year will lead an investigation into the bullying.

The Designated Safeguarding Lead monitors reports made using the online platform 'Whisper' and directs reports to the relevant HoY who will coordinate an investigation.

Pupils who have been involved as a victim of bullying will be supported by an immediate opportunity to discuss what has happened with a Head of Year, Pastoral Support Manager or Form Tutor and choose their own course of action, including:

- Staff Mediation
- Peer Mediation
- School Counsellor

This process will be monitored and reviewed to ensure the pupil's self-esteem and confidence is restored as far as possible.

Pupils have the following responsibilities:

- Ensuring that previous victims of bullying are not isolated from groups of friends
- Intervening when someone is being bullied and making it clear to the bully that their actions are unacceptable
- Informing a member of staff that bullying is happening
- Encouraging the victim to join extra-curricular activities and groups

The following disciplinary steps will be taken with all forms of bullying:

- Staff will refer to the behaviour policy and listed procedures
- Depending on the severity and frequency of the incident, the pupil who bullies can expect in the first instance a Consequence C4 Period 6 and in more frequent/extreme cases internal or even Fixed Term/Permanent Exclusion from school. Parents/Carers will be invited to discuss incident(s) with a member of staff, Pastoral Support Manager, Head of Year, or a Governors' Behaviour Panel.

6.3 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

7. Roles and responsibilities

7.1 The Local Governing Body

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1) and will require regular updates on incidents/types of bullying.

The Local Governing Body will also review this behaviour policy (including restrictive intervention data, identifying trends, training needs, repeat incidents and any disproportionate impact on vulnerable groups) in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the Statement of Behaviour Principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and will support staff to deal effectively with poor behaviour. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them. They will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. They will offer appropriate training in behaviour management, and the

impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

The Headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. They will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour and promoting high expectations of behaviour at every opportunity throughout the school day (see Appendix 2 for roles of specific staff, good practice and daily routines)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents in Class Charts and on CPOMs where necessary
- Challenging pupils to meet the school's expectations

The senior leadership team will challenge and support staff in responding to behaviour incidents.

7.4 Parents/Carers

Parents/Carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Ensure their child adheres to the pupil code of conduct (see Appendix 3)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor or Head of Year promptly.
- Take part in any pastoral work following misbehaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

7.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behavioural standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

8. School behaviour curriculum

At Altrincham College, all pupils are expected to demonstrate **good behaviour** and positive attitudes by following the 3R's:

Ready to learn
- arrive to form and lessons on time
- have the correct equipment for my lesson
- be dressed in the correct uniform

Respectful of others and the learning environment
- allow others to learn – speaking and listening at the right times
- allow the teacher and other adults to help the class learn
- use appropriate language and tone when speaking

Responsible for their actions
- prioritise their learning in each lesson above everything else
- complete their class and homework to the best of their ability
- follow the requests of teachers and other adults to follow the simple, fair rules

Pupils are expected to behave in a calm, orderly way that demonstrates respect for themselves and other members of the school and wider community. They should demonstrate that they are responsible for their own behaviour in a self-controlled way and accept the consequences when their actions fall short of expectations.

Outside of the classroom, pupils must:

- Move calmly but quickly to the next lesson, following the one-way system where appropriate
- Behave in an orderly and self-controlled way
- Respect the property of other pupils and the school environment
- Return any plates and cutlery to the washing area in the canteen at lunchtimes
- Ensure they place any rubbish in the bins provided, both in the canteen and around school
- Respond respectfully to all staff and promptly follow all requests on the first time of asking
- Act in a safe and calm manner which ensures the right of all members of the school community to be safe, secure and treated with dignity.

Before and after school, pupils must:

- Wear their uniform correctly and with pride
- Be polite and respectful to all members of the wider community
- Act responsibly and safely at all times when travelling to and from school.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8.1 Mobile Phones

Altrincham College is a mobile phone-free site for all students in Year 7-11. This allows pupils to focus on their learning, have screen breaks and reduces a potential source of bullying. If a student is seen with a mobile phone (or are using a smart watch to communicate) it will be confiscated until a parent/carer collects it from school. If a student refuses to hand over a phone to the staff member immediately, they will be put into reflection for the rest of the day and a C5 SLT sanction will be set.

For Sixth Form students, mobile phones are permitted as a privilege for use in Independent Study Time only, not in lesson time. Any breaches of this rule will result in a discussion between staff and students and repeated breaches will result in a sanction from the Head of Sixth Form.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom (see Appendix 2 for good practice and daily routines)

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Pupil Code of Conduct (3R's)
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally (e.g. eye contact, non-aggressive body language, subtle cues etc.)
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption e.g. buddy system where a pupil has to be exited from a lesson
    - Using positive reinforcement

Training will be given to all staff to ensure they know and feel confident in behaviour management procedures.

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil'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 policy for more information.

9.3 Responding to good behaviour

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

We want our pupils to be motivated by the intrinsic value of being the best version of themselves each day; however, we are committed to acknowledging pupils for developing good learning habits.

Each week, every member of staff will send positive postcards to pupils they teach. Pupils may receive a postcard for repeatedly demonstrating the 3R's (ready, responsible, respectful), continued progress or for displaying a real commitment to the school or local community.

Pupils are also rewarded with:

- Verbal praise and recognition
- Class Charts Achievement Points
- Letters or phone calls home to parents/carers
- Success Celebration Assembly: Certificates, Awards and Commendations
- Pupil leadership opportunities
- Invitations to termly reward activities
- Entry to the whole school weekly rewards scheme. Rewards are chosen each half term by the Pupil Council.

9.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

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

The school will use one or more of the following sanctions in response to poor behaviour:

- A verbal reprimand
- Sending the pupil out of the class to work in a different supervised room (Buddy Classroom)
- Expecting work to be completed at home, or at break or lunchtime
- Period 6 detention after school

- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Limiting access to extra-curricular activities
- Removal of ICT rights (e.g. internet access and email)
- Confiscation of item/s
- 'Step-out' in reflection for persistent or serious breaches of the pupil code of conduct
- Fixed term placement on the 'step-out' programme at a partner school.
- A managed move to a partner school
- Fixed or permanent exclusion from school (Headteacher decision)

NB Seclusion - Seclusion should only be used as a protective safety measure and never as punishment. Pupils must be supervised at all times, remain in a safe environment and be released as soon as risk reduces.

Personal circumstances of the pupil 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.

9.5 Reasonable force

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

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

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
Reasonable force must never be used as a punishment. Staff must not use techniques that restrict breathing, apply pressure to the neck, airway, chest or abdomen, or intentionally hold pupils on the ground except momentarily while moving to a safer position.
Staff should consider necessity, proportionality and pupil welfare, using the least restrictive option for the shortest time possible.

9.6 Confiscation, Searches and Screening

Searching, screening and confiscation is conducted in line with the DFE's latest guidance on searching screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the pupil after discussion with senior leaders and parents, if appropriate.

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

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

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

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil , 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search for the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting a search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

- What happened
- What was found, if anything

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

Support after search

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

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

Strip searches

Strip searches (a search involving the removal of more than outer clothing) on School premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B.

While the decision to undertake the strip search itself and its conduct are police matters, School staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times.

Before calling police into the school, staff will assess and balance the risk of a potential strip search on the pupil'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 by consulting with the designated safeguarding lead and Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted.

Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. If the school can't get in touch with the parents, or they aren't able to come to school to act as the pupil's appropriate adult a member of staff can act as the appropriate adult.

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscations September 2020.

9.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil 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 pupil
- Could adversely affect the reputation of the school

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

9.8 Online misbehaviour

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

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

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

9.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment as to 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 the decision is made to report the matter to the police, a member of the Senior Leadership Team 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.

9.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils 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.

9.11 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to be deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

10. Serious sanctions

10.1 Detention

All staff have been authorised by the Headteacher to issue detentions. Pupils can be issued with detentions after school. The school will decide if it is necessary to inform parents, however all detentions will be logged on Class Charts.

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

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

10.2 Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning un a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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

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

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

- Meetings with pastoral support managers
- Use of teaching assistants
- Short term behaviour cards
- Long term behaviour plans
- Multi-agency assessment

10.3 Suspensions and permanent exclusions

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

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our **suspension and permanent exclusion policy** for more information.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's polices or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil 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.

If needed, any behaviour support plans created will be co-produced with pupils and parents/carers where appropriate and include triggers, de-escalation strategies, reasonable adjustments and risk assessments.

Any preventative measures will take into account the specific circumstance and requirements of the pupil concerned.

Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

11.2 Adapting sanctions for pupils with SEND

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

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

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

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

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may 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 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Pupils 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 pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Supporting pupils following a sanction

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

This could include:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Following any incidents, schools will undertake debriefs, review triggers, provide support for staff and students and consider support for witnesses.

13. Pupil transition

13.1 Inducting incoming pupils

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

13.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, staff members hold transition meetings.

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.

14. Training

Whole staff CPD includes training on Behaviour Management and Restorative Practice.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by A Eastwood, Deputy Headteacher.

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

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

15.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board 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 Headteacher.

16. Appendix 1: written statement of behaviour principles

- Every pupil has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors have the right to be free from any form of discrimination
- Staff and volunteers consistently set an excellent example to pupils at all times
- Rewards are a key focus of all aspects of school life that celebrate pupil achievement at every opportunity
- Sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour Policy is shared with and understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in fixed-term and permanent exclusions
- Pupils are consistently encouraged to take responsibility for their actions
- Communication with parents/carers is integral to fostering good relationships between the school and pupils' home life

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

17. Appendix 2: Roles of specific staff, good practice and daily routines

All staff should have high expectations of pupils both in and out of lessons and should actively promote positive attitudes at every opportunity in the school day.

All staff are expected to:

Be a positive role model – be at the door, smile, be enthusiastic about working with the pupils and about the content/context of the lesson. Think about Spiritual, Moral, Social and Cultural

(SMSC) issues and how developing the 'big picture' with pupils will enable them to mature and develop independent learning skills.

Giving achievement points and praise - apply achievement points and praise with care – be sure you have explained why a pupil has received the achievement point or praise as some pupils may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – Allow pupils the opportunity to make a fresh start.

Be consistent – Staff who are consistent in their approach to dealing pupils receive a more positive response from pupils that ultimately builds mutual respect.

Positive and effective behaviour management should mean that the consequences system is not used frequently because Quality First Teaching and positive reinforcement should sustain pupils and enthuse them.

Key questions for every teacher and Learning Support Assistant;

- Have I planned my lesson appropriately and shared my learning outcomes with pupils?
- Have I taken control of the class on entry, during the lesson and at dispersal?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage pupils in learning?
- Are the resources appropriate and readily available so that pace of learning is maintained?
- Have I greeted pupils at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?

Challenge & Reward in Practice

Dependent upon circumstances the following methods of Challenge and Reward should be regularly used:

- Verbal acknowledgement of excellent attitude, quality of learning etc.
- Class Charts achievement points
- Letters / postcards home
- Termly reward certificates and prizes (attendance, attitude to learning, outstanding achievement)
- Termly setting of year group specific challenges
- Praise assemblies/Year Group Praise weeks
- Invitation to attend termly reward events
- Invitation to Internal Presentation Evening
- Personal congratulations from the Headteacher

Addressing poor behaviour - Chance, Choice, Consequence

The Chance, Choice, Consequence system allows teachers to 'own' the behaviour in their classroom by deciding on the seriousness of the incident and the appropriate response. It is imperative that teachers don't move too quickly through the steps as they risk abdicating power over the situation to more senior colleagues.

The steps are also designed to de-personalise behaviour management by communicating clearly to all pupils that actions have consequences and that sanctions are the inevitable result of poor behaviour. A final advantage of the steps is that they help teachers to give pupils the opportunity to correct poor behaviour before being issued with a consequence. We never use the language of 'C1/C2/C3' with pupils. If we don't use the words 'chance, choice, consequence' then the meaning behind them is lost: pupils won't think about what they are doing, and the process is likely to be unhelpful.

This system is to be used consistently by every teacher in every classroom. It sets out for pupils and parents/carers in a transparent way, the consequences for poor behaviour.

Language used for the Chance, Choice, Consequence system:

> **Chance** *'Andy, this is your Chance to improve your behaviour, I would like you to [state desired behaviour] I know you can do this as you [recall a time or action that was positive], thank you.'*
>
> **Choice** *'Andy, you are now making a choice to not [state desired behaviour] This is your Choice warning and I would like you to improve your behaviour before you get a consequence. I would like you to [state desired behaviour]. I know you can do this as you [recall a time or action that was positive], thanks.'*
>
> **Consequence** – *'Andy, because you have still not made the correct Choices you now have a Consequence'. Issue a sanction (30minute Class Teacher period 6 should be given as a consequence for this) Pupil removed to buddy room.*
>
> **Recovery support** – for pupils refusing to move to a buddy classroom.

Every effort should be made by staff to use subtle cues as well as direct instruction, in order to correct the behaviour of pupils in class. This must be done both authoritatively, but with respect for the pupil. Where possible, staff should use their professional skills to steer pupils towards better choices and avoid an escalation of their behaviour to a more serious level.

Chance C1: When a pupil breaches the code of conduct (3R's) in class and will not respond to the techniques used above, they should be warned (**Chance**) that their behaviour will result in consequences as outlined below. It may be appropriate to speak with the pupil just outside the classroom or to allow them a minute to 'calm down' outside, before continuing with the lesson. It is important that the pupil has an opportunity to correct their behaviour. If they still will not comply, then:

Chance C2: Recorded on Class Charts and a 'Restore and Repair' short restorative conversation should happen at an appropriate time between the teacher and the pupil, which in some circumstances may only last a couple of minutes.

Consequence C3: This will be used if there is no improvement following a Choice C2. The pupil will be removed from the lesson to an alternative supervised classroom 'buddy'. This will be recorded in Class Charts and an after school period 6 detention issued by the teacher (but could be a centralised detention within the department).

Consequence C4 This will be used where a pupil fails to report to a 'buddy' classroom following a Consequence C3, fails to work respectfully in the buddy classroom or fails to attend a Consequence C3 period 6 detention. This will be recorded on Class Charts and pupils will serve a period 6 detention with the Head of Department or Head of Year.

Consequence C5 This will be used for instances where a pupil refuses to leave the classroom, causes major disruption to either the base or buddy classrooms or fails to attend the Consequence C4 Period 6 detention. This will be recorded on Class Charts and a 1 hour after-school Period 6 detention issued. Pupils who fail to attend this detention or demonstrate behaviour which is a more serious breach of the code of conduct, will be placed in isolation for the day.

For more serious misbehaviours, a short stay in isolation within the Pupil Support Centre, or fixed term exclusion may be issued. Pupils at risk of Permanent Exclusion will be placed on an extended 'Step out' placement in reflection or the formal step-out programme with a partner school.

In addition to the 'Step-out programme' a pupil may be offered a 'Managed Move Placement' at a link school within a 5mile radius of Altrincham College. Parental/Carer contact will be made, with a parental reintegration meeting following an exclusion.

Recovery

Recovery is a supportive tool for teachers and is part of the culture of high expectations and excellent behaviour. On the rare occasions when behaviour management strategies have not been effective and a pupil is continuing to present challenging behaviour, the teacher can email the Admin Team and request Recovery. Recovery is called when a pupil refuses to be removed to the buddy classroom or Head of Department or they have been removed and the behaviour has escalated. When the school leader arrives, the leader will assess the situation quickly based on the information provided and make a decision. In the majority of cases, the role of the leader on Recovery is to remove the pupil, with work, to the buddy classroom so that learning can continue. If the pupil is already in the buddy classroom, a further decision will be made. If the decision is made to remove the pupil to the Pupil Support Centre, a Consequence C4 Period 6 will be issued for the following day with the Head of Department. The leader will inform the Head of Department so that a message to alert parents/carers can be sent home.

Period 6 Guidance

- Period 6 detentions should be issued in response to a failure by the pupil to meet the simple, fair classroom expectations outlined above. The consequences should be explicit and well-reasoned, so that pupils are clear which expectations have not been met and what needs to happen to improve the situation.
- All Period 6 detentions run after school and pupils will not be allowed to leave early
- Period 6 detentions are an extension of the school day and will be used to catch up on any lost learning which has occurred through poor behaviour
- Pupils have the chance to reflect on their behaviour and where possible have an opportunity for a restorative conversation with the member of staff involved.
- Should pupils arrive a few minutes late they will at the very least make the time up at the end of the detention.
- However, if they are more than fifteen minutes late they may be issued with another Period 6.
- If pupils display negative behaviour during the Period 6 detention they will be issued with a warning.
- Should they fail to modify their behaviour they will remain behind at the end of the session for a minimum of fifteen minutes.
- If a pupil is absent from school on the day of their Period 6 detention they will attend the detention on their next day in school.
- Consequences cannot be 'earned back' as a result of good behaviour later in the lesson.

- All after school detentions will be notified via ClassCharts and parents/carers informed via ClassCharts
- Pupils placed in reflection will be involved in a structured restorative conversation, led by the Pastoral Support Manager and will also include the member of staff involved in the original incident.

Reflection (internal exclusion) at Altrincham College

Intent

- To provide short-term step-out provision for pupils whose behaviour is either:
  a) affecting the learning of others, and/or
  b) affecting their own learning
- To ensure that time spent within the SSC has a positive effect on pupil behaviour in ways which are not detrimental to their mental health or that 'label' them in the minds of others.

Implementation

- To use restorative procedures in order to ensure pupils learn from their mistakes, equipping them with the tools they need to return swiftly back to their normal lessons/groups/teachers
- To liaise with staff/families/agencies to ensure consistency and clarity of support as appropriate
- To ensure pupils do not fall behind in their studies by providing a continuum of learning with support, built around restorative practices but maintaining a high-quality subject curriculum
- To provide ongoing 'touch base' support as required ('catch them being good') via SSC staff.

Impact

- Pupils return to their regular lessons/social time with tools for improving their behaviour; they understand some of the reasons behind that behaviour and the consequences of no change
- Pupils can pick up their learning alongside their peers without need for further substantial intervention or in-class support/increased workload for teachers

Chance, Choice, Consequence System

The table shows **possible consequences** for different behaviours.

Chance (C1) **Class Teacher verbal warning (no logging)**	**Choice (C2)** **Class Teacher** **Restore and Repair** **Short restorative conversation (Logged on CC)**	**Consequence (C3)** **Class Teacher** **1 hour Period 6 (Logged on CC)**	**Consequence (C4)** **Head of Department** **1 hour Period 6 (Logged on CC)**	**Consequence (C4)** **Head of Year** **1 hour Period 6 (Logged on CC)**	**Consequence (C5)** **Senior Leader** **1 hour Period 6 (Logged on CC)**
Any behaviour requiring verbal warning Eating/drinking in lessons Failure to comply with 'first stage discipline': the look, proximity, verbal warning Continued inadequate effort or inconsistent effort Incorrect uniform/equipment Repeated low level disruption Talking instead of listening Wearing jewellery/make up/nail varnish Persistently off task	Failure to comply with **Chance** Overheard swearing	Failure to comply with **Choice** Non-attendance at a Restore and Repair Continuing to not follow instructions Refusal to sit in seat requested by a member of staff Persistently poor behaviour/ effort/within a department over a period of time Student buddied to lesson in subject Throwing items in class Inappropriate language Late to lesson (more than 5 minutes)	Non-attendance at or misbehaviour in a C3 period 6 Failure to meet targets set by Class Teacher Student removed from lesson in subject by recovery Subject truancy Persistent inappropriate language	Inappropriate behaviour around the school site Lack of respect for the environment Repeated lateness to lesson across subjects Persistent overheard swearing Truancy on site Inappropriate language outside the classroom	Non-attendance at or misbehaviour in a C4 period 6 3 Late marks to school Refusal to hand over mobile phone/headphones when requested Refusal to pick up litter Unauthorised use of mobile phones/headphones Truancy off site Serious incident

Chance, Choice, Consequence System

The table shows possible examples of a serious incident.

Serious Incident **Parents informed by phone & letter** **Meeting with parent** **Pastoral Support Plan (with HOY)** **Internal exclusion (Reflection)** **Managed Move** **Exclusion (determined by the Headteacher)** **Permanent exclusion (determined by the Headteacher)** **Other**	
Bringing knives or weapons into school Bringing the school into disrepute Bullying/Racist/Homophobic/Biphobic/Transphobic language or incident Sexual harassment Drug or alcohol related offence Vandalism/Damage to school property Intimidating language/behaviour Offsite truancy Persistent Bullying	Physical assault of a member of the school community Repeated lateness to school Refusal to hand over mobile phone/headphones when requested Refusal to pick up litter Severe disruptive behaviour Swearing/threatening/aggressive behaviour towards a member of staff or another student Smoking/Vaping on site Theft

Attendance and Punctuality
Truancy and persistent lateness will be addressed through Heads of Year and SLT detentions. A Consequence C5 Period 6 detention will be issued for a pupil who is late 3 times to school. If a pupil is issued with this consequence 3 times, parents/carers will be invited in to meet with the Designated Safeguarding Lead or Deputy Safeguarding Lead.

Uniform and Appearance
The wearing of school uniform is an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride in appearance/belonging to Altrincham College.

All pupils must attend in full school uniform. Specific details regarding expected uniform, acceptable hairstyles, jewellery and make up are detailed on the school website. Every staff member should insist on correct uniform and where pupils will not comply, follow the consequence system as detailed above. Heads of Year and Form Tutors should also be informed.

- There will be zero tolerance regarding incorrect uniform
- If parental contact has been made either a pupil may be sent home to change into required uniform or parents/carers may bring required uniform into school.
- Pupils will be removed from mainstream lessons to the Pupil Support Centre until the uniform issue has been resolved. Appropriate work will be set to ensure there is no loss learning. In addition, pupils will be supervised at break and lunch.
- It is expected that pupils will wear their uniform correctly on the journey to and from school.

Smoking
Altrincham College operates a strict no smoking policy, including e-cigarettes. This includes within the school buildings and grounds as well as on the way to and from school, while wearing school uniform. Pupils found in possession of cigarettes/e-cigarettes/matches or lighters will have the items confiscated and they will not be returned. Pupils will be isolated and, in some cases, a Fixed Term Exclusion may be issued where pupils are caught smoking.

Mobile Technology
Mobile phones, earphones and other forms of mobile technology are not allowed to be used in school and are required to be kept completely out of sight at all times. Mobile phones should be switched off and safely stored in a school bag prior to entering the school grounds. The phone should not be accessed again for any reason until the pupil has left school grounds.

- If a mobile phone is seen or heard by a member of staff, then the phone will be confiscated and logged with Reception.
- The phone will be returned once a parent / carer collects it. On the third occasion it will only be returned to a parent/carer. A Consequence C5 Period 6 detention will be issued.
- Refusal to hand over confiscated mobile technology will be recorded and sanctioned as a Consequence C5. If the pupil continues to refuse, they may be placed in reflection OR their parents/carers will be asked to attend school to remove it.

Aerosols
Following advice from Asthma UK, Altrincham College is an aerosol free zone. Posters are displayed around school to remind pupils. Appropriate sanctions will be issued for pupils who use aerosols in school.

18. Appendix 3 – Pupil Code of Conduct

At Altrincham College, all pupils are expected to demonstrate **good behaviour** and a positive attitude in lessons by following the 3Rs:

Ready to learn. I will:

- arrive to form and lessons on time
- have the correct equipment for my lesson
- be dressed in the correct uniform

Respectful of others and the learning environment. I will:

- allow others to learn – speaking and listening at the right times
- allow the teacher and other adults to help the class learn
- use appropriate language and tone when speaking

Responsible for my actions. I will:

- prioritise my learning in each lesson above everything else
- complete my class and homework to the best of their ability
- follow the requests of teachers and other adults to follow the simple, fair rules.

In addition, pupils are expected to demonstrate good behaviour and positive attitudes whilst out of lessons, moving between lessons and travelling to and from school:

Outside of the classroom, I will:

- move calmly but quickly to the next lesson, following the one-way system where appropriate
- respect the property of other pupils and the school environment
- return any plates and cutlery to the washing area in the canteen at lunchtimes
- ensure they place any rubbish in the bins provided, both in the canteen and around school
- respond respectfully to all staff and promptly follow all requests
- act in a safe and calm manner which ensures the right of all members of the school community to be safe, secure and treated with dignity

Before and after school, I will:

- wear my uniform properly and with pride
- be polite and respectful to all members of the wider community and the local environment
- act responsibly and safely at all times when I am travelling to and from school

I have read and understand my responsibilities a pupil at Altrincham College

Name: _____ Signed: _____ Date: _____

19. Appendix 4 – Rewarding good behaviour

Reward	Reason	Issued by	Frequency
Achievement points on Class Charts	Ready, Respectful, Responsible	All Staff	Award maximum 1 point per category if achieved in lesson. Form Tutor award 1 point for uniform, equipment, attendance per week.
Weekly rewards	You have achieved a certain number of points this week	Head of year	Weekly draw
Shout outs	Thank you/positive recognition	All staff	Weekly assemblies/ Headteacher bulletin
Positive Phone calls	You have done something to be proud of	All staff	Whenever earned
Positive post cards home	You have done something to be proud of	All staff	Whenever earned
Positive letter/email home	You have done something to be proud of	All staff	Whenever earned
End of term reward activity	You have not had any late marks or behaviour incidents logged on Class Charts	Head of year	End of term
Success Assemblies	Effort/Achievement and attendance	Head of Year	End of half term
Star of the week	Thank you/recognition of your efforts	Headteacher	Weekly
End of year presentation	Effort/Achievement and attendance	Nominations all staff	End of the year
End of year reward activity	Effort/Achievement and attendance	Head of Year	End of the year

Achievement points

500 points	Bronze badge and certificate
750 points	Silver badge and certificate
1000 points	Gold badge and certificate

Appendix 5 - Record of Physical Restraint

Staff Name		Location of Incident	
Student Name		Time of Incident	
Student Year Group		Date of Incident	
		Duration	

Description of incident including antecedents, de-escalation strategies used

Why restraint was needed

Description of the restraint used

Was anyone injured? ☐Yes/ ☐No
If yes, was this recorded in the accident book? ☐Yes/ ☐No

Was the student checked for injuries by a member of staff who was not involved in the incident?
☐Yes/ ☐ No

Further Details

Member(s) of staff involved	
Adult witnesses to the restraint	
Student witnesses to the restraint	

Guidance on Appropriate and Inappropriate Intervention
How can you intervene – examples include:

- interposing of restrainer's body
- blocking a student's path
- holding
- pushing
- pulling
- leading by hand or arm
- shepherding with hand placed in the small of the back
- minimum force/minimum duration

You cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.
- use the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- use the ‘double basket-hold’ which involves holding a person’s arms across their chest;
- use the ‘nose distraction technique’ which involves a sharp upward jab under the nose.
- use any hitting, kicking or punching
- deliberately inflict pain restrict breathing
- use any arm, leg, throat, finger locks or holds that result in students being put face down on
- the ground

You must:

- avoid genital, breast or buttock areas
- ensure no weight put on spines or abdomens
- use minimum restriction of limb movements related to danger of injury to restrainer, student or others
- avoid moving students unless they are in a dangerous location

Staff should always consider necessity, proportionality and pupil welfare, using the least restrictive option for the shortest time possible.

Parents should be informed as soon as practicable, ideally on the same day, following significant incidents involving force, restraint or seclusion.