



Altrincham College
Behaviour Policy

Date of Approval:

16 October 2019

1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, 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

3. Definitions

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

1. **Ready** to learn

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

2. **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

3. **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

Unwanted/Poor behaviour 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, outside of the designated area

Serious misbehaviour is defined as:

- Repeated breaches of the school code of conduct
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or objects intended to be used as a weapon
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and electronic cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. 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
Physical	Hitting, kicking, tripping, pinching, pushing, taking another's belongings or damaging property

Psychological	Intimidation, lying, spreading rumours, being unfriendly, excluding, damaging social reputation or social acceptance
Racial	Racial taunts, graffiti, gestures
Homophobic / Transphobic	Bullying specifically related to LGBTQ+ issues including name calling, physical abuse, sexual harassment and spreading rumours. Can also include threats to “out” a young person.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Verbal	Name-calling, sarcasm, teasing, insults, verbal abuse
Cyber-bullying	Bullying that takes place through digital technology, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Local Governing Body

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Local Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy’s effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the local governing body, giving due consideration to the Academies 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, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- 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
- Recording behaviour incidents in ClassCharts
- The senior leadership team will challenge and support staff in responding to behaviour incidents

5.4 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the student 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 the class teacher promptly

6. Student code of conduct (see Appendix 3 for student version to sign)

Students 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.

In lessons, students must follow the 3R's as outlined above, so that they are always:

Ready to learn

Respectful of others and the learning environment

Responsible for their actions

Outside of the classroom, students must:

- move calmly but quickly to the next lesson, following the one-way system where appropriate
- respect the property of other students 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, students must:

- wear their 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 travelling to and from school

7. Rewards and sanctions

7.1 List of rewards and sanctions

High expectations and positive attitudes of each individual learner will be rewarded with:

- Praise
- Class Charts Points
- Letters or phone calls home to parents
- Student leadership
- Department prefect roles and badges
- Invites to reward activities

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

- A verbal reprimand
- Sending the student 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
- Detention at break, lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- 'Step-out' in the Student Support Centre for persistent or serious breaches of the student code of conduct
- Fixed term placement on the 'step-out' programme at Trafford High School
- Fixed or permanent exclusions from school

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school or in school uniform, for example on a school trip or on the bus travelling to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct. Students will be offered support, so that they fully understand the impact of their actions and restorative meetings will be facilitated.

8. Behaviour management

8.1 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 student 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

8.2 Power to use reasonable force

In some circumstances, staff may need to use reasonable force in order to prevent pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Maintain good order and discipline in the classroom

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 (logged on CPOMS internally)

8.3 Confiscation

Any prohibited items (listed in section 3) **found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to students after discussion with senior leaders and parents, if appropriate.

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

8.4 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 cater to the needs of the pupil.*

Pastoral support is an integral part of school life with a dedicated team of trained staff that underpin the personal development of every student.

The school's Special Educational Needs Co-ordinator (SENDCo) 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 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.

9. Training

Staff CPD includes Behaviour Management and Restorative Practice.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every three academic years.

11. Exclusion from School

Exclusion is an option exercised on rare occasions.

The Headteacher can exclude any student for one or more fixed periods (up to 45 days in any one academic year), but for no longer than 5 days for each individual fixed term exclusion. For all exclusions of this nature the parent will be informed of the reasons for the exclusion and the number of days. For all fixed term exclusions work will be set for the student to complete at home, support will be offered to parents and a re-integration meeting will take place as part of the re-admittance process.

A permanent exclusion may be given:

- In response to a serious breach or persistent breaches of the Academy Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a child permanently will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies and should normally be used as a last resort.

There will however be exceptional circumstances where it is considered appropriate to permanently exclude a student for a first or one off offence. These might include

- Serious actual or threatened violence against a pupil or members of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

If it becomes necessary to permanently exclude a student the Headteacher will consult the Chair of Governors and notify the Parent in writing of the exclusion and advise them of their right of appeal.

At each stage the Local Authority will be kept fully informed.

The Exclusion section of this policy is reviewed in line with the current Department for Education document 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England'.

Appendix 1: Statement of Behaviour Principles

- Every student 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 students at all times
- Rewards are a key focus of all aspects of school life that celebrate student 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 students 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
- Students are consistently encouraged to take responsibility for their actions
- Communication with Parents/Carers are integral to foster good relationships between the school and students' home life

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

All staff should have high expectations of the students 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 students and about the content/context of the lesson. Think about Spiritual, Moral, Social and Cultural (SMSC) issues and how developing the 'big picture' with students will enable them to mature and develop independent learning skills.

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

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please wipe clean any consequences lists at the end of the day). Students should be spoken to in a consequences detention or outside of the lesson.

Be consistent – Staff who are consistent in their approach to dealing students receive a more positive response from students 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 students and enthuse them.

Key questions for every teacher and Learning Support Assistant;

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted students 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?
- Have I taken control of the class on entry, during the lesson and at dispersal?

Challenge & Reward in Practice

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

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

Addressing poor behaviour

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

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

C2 Recorded on Class Charts and student issued with a break time detention for a maximum of 10 minutes (this could be left unspecified and is intended to be a 'reparation' visit to the teacher, which in some circumstances may only last a couple of minutes). If a student does not attend, they will be escalated to a C3 on ClassCharts)

C3 This will be used if there is no improvement following a C2 The student will be removed from the lesson to an alternative supervised classroom 'buddy'. This will be recorded in ClassCharts and a 15 minute break/lunchtime detention issued by the teacher (but could be a centralised detention within the department) A C2 detention would also be issued for any student who has not attended a C1 detention.

C4 This will be used where a student fails to report to a 'buddy' classroom following a C2, fails to work respectfully in the buddy classroom or fails to attend a C2 detention. This will be recorded on ClassCharts and students will serve a 30-minute lunchtime detention with the SLT

C5 For instances where a student refuses to leave the classroom, causes major disruption to either the base or buddy classrooms or fails to attend the C4 detention. This will be recorded on ClassCharts and a 1 hour after-school detention issued for the following day. Students 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, followed by an after-school C5 detention.

For more serious misbehaviours, a short stay in isolation within the Student Support Centre a temporary transfer or fixed term exclusion may be issued. Students at risk of Permanent Exclusion will be placed on an extended 'Step out' placement in the SSC or the formal Step-out programme at Trafford High School.

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

Student Support Centre at Altrincham College

Intent

- To provide short-term step-out provision for students 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 student 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 students 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 students 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

- Students 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
- Students can pick up their learning alongside their peers without need for further substantial intervention or in-class support/increased workload for teachers

Guidance Summary

C2 and C3 detentions should be issued in response to a failure by the student to meet the simple, fair classroom expectations outlined above. The consequences should be explicit and well-reasoned, so that students are clear which expectations have not been met and what needs to happen to improve the situation.

Examples may include:

- Refusal to comply with your requests to modify their behaviour
- Lateness to the lesson without a valid reason
- Talking over the teacher.
- Repeatedly shouting out.
- Failure to follow other explicit instructions from the teacher e.g. to sit in a specific place, to complete a task, to empty their mouth if they are chewing etc.
- Failure to attempt to complete classwork or homework

The language of positive behaviour management is important and a firm (but matter of fact) assertion by the teacher will always work best e.g. Dylan, you shouted out, you know what the rule is, make sure you put your hand up in future... This is an example of a 'closed statement', which reduces the opportunity for a student to respond and thus avoids escalation.

- Consequences cannot be 'earned back' as a result of good behaviour later in the lesson, however professional judgement can then be used to determine the length of any given detention.
- All after school detentions will be given 24 hours' notice and parents informed via ClassCharts
- Students placed in the SSC will be involved in a structured, restorative conversation, led by the SSC manager/Pastoral Support Manager and will also include the member of staff involved in the original incident.

Attendance and Punctuality

Truancy and persistent lateness will be addressed through Heads of Learning and SLT detentions.

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.

All students will 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 students will not comply, follow the consequence system as detailed above. Heads of Learning should also be informed.

- There will be zero tolerance regarding incorrect uniform
- If parental contact has been made either a student may be sent home to change into required uniform or parents may bring required uniform into school.
- Students will not be removed from mainstream lessons until the uniform issue has been resolved. Appropriate work will be set to ensure there is no loss learning. In addition students will be supervised at break and lunch.
- It is expected that students 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.

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, other than in the designated area at break and lunch.

- Mobile phones in use by students at any time, other than in the designated area (break and lunch times only) will be confiscated and logged with reception.
- On the first time of confiscation, the phone will be returned to the student at the end of the day. On the second occasion it will be returned at the end of the day, but a C4 detention will be issued by reception. On the 3rd occasion, it will only be returned to a parent/carer if they collect it, or to the student at the end of the week. A C5 detention will be issued by reception.
- Refusal to hand over confiscated mobile technology will be recorded and sanctioned as a C5. If they continue to refuse, the student may be placed in isolation OR their parents/Carer will be asked to attend school to remove it.

Aerosols

Following advice from Asthma UK, Altrincham College is an aerosol free zone. Appropriate sanctions will be issued for students who use aerosols in school.

Appendix 3 – Student Code of Conduct

At Altrincham College, all students are expected to demonstrate **good behaviour** and a positive attitude in lessons by following the 3R's:

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, students 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 students 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 student at Altrincham College

Name: _____ Signed: _____ Date: _____