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ALDER GRANGE SCHOOL

SECTION F CURRICULUM AND WELFARE COMMITTEE

(F10 Attendance and Punctuality Positive Behaviour
for Learning)

F10.1 Positive Behaviour for Learning and Personal
Achievement

Reviewed
March 2017 (SLG)

Approved by Governors' Curriculum & Welfare Committee May 2017

Next Review Date May 2018

RATIONALE

Our Values and Aims Statement defines our commitment to the successful growth of the Whole Child, our responsibility to support school staff in fulfilling their professional duties, our determination to support parents and carers in securing the best possible outcomes for their children and our support for governors in securing Alder Grange's success in all it does. This Behaviour Policy, and the procedures for implementing it, are centrally important elements in translating these commitments into day-to-day reality.

FUNDAMENTAL PRINCIPLES

1. Good order and disciplined behaviours are essential to the provision of high standards of education and personal growth. Pupils/students cannot learn and teachers cannot teach effectively amidst disruptive behaviour.
2. All school staff have a right to work in an environment free from disruption and violence.
3. All pupils and students have a right:
 - to be safe and happy at school;
 - to a well run, orderly school community;
 - to experience good behaviour in every classroom;
 - to clear and high expectations of behaviour;
 - to work within a context where poor and inappropriate behaviour is not permitted to disrupt learning;
 - to a behaviour policy, consistently applied.
4. Governors have a responsibility to support the school in maintaining high standards of behaviour and discipline, and as the school's "critical friends" are charged with ensuring the Behaviour Policy's appropriateness and effectiveness.

The Governing Body believes that in order to enable highly effective teaching and learning to take place, good behaviour is necessary in all aspects of the school's life and work. All pupils and students have a right to this. Therefore, the Governing Body places considerable emphasis upon securing a caring, learning environment by:

- providing a safe environment, free from disruption, violence, bullying and harassment;
- promoting good behaviour as the norm;
- encouraging self-discipline in all pupils and students;
- promoting pupils' and students' self-esteem;
- promoting excellent relationships based on mutual respect;
- ensuring pupils and students have a proper regard for authority;
- supporting the school staff where disciplinary action against a pupil or student is warranted, while, at the same time, ensuring fair treatment for all;
- insisting upon consistency of response to positive and negative behaviour;

- promoting prevention of poor behaviour;
- promoting early intervention with regard to poor or deteriorating behaviour;
- encouraging a positive relationship with parents and carers to ensure a shared approach to implementing these policies and procedures.

5. For all pupils and students there are clear standards of expected behaviour both in school and on the journey to and from school which does not include:

- theft;
 - persistent disruptive behaviour including rudeness;
 - violence and/or aggressive behaviour
 - swearing;
 - sexist, racist, homophobic or other prejudice based language, attitudes or remarks;
 - breaches of the School Drugs/Substance Education Policy;
 - any form of bullying or harassment;
- are absolutely unacceptable and will not be tolerated.

6. On advice from the Headteacher and Senior Leadership Team, the Governing Body will establish and periodically review the policy and procedures for the promotion of good behaviour. Governors will ensure this policy is the subject of consultation with staff, parents/carers and the School Council. Thereafter it is communicated to all members of the school community. Governors will support the school in maintaining high standards of behaviour through the implementation of this policy.

It is the responsibility of the school's Senior Leadership Team, working with all school staff, to establish and maintain the highest possible standards of behaviour.

7. The Headteacher, through the Head of School, is responsible for ensuring that this policy and its procedures are followed consistently and applied fairly.

This responsibility includes:

- a) securing an appropriate underlying climate of high expectations;
- b) securing effective teaching and learning to minimise the risk of disruption in classes;
- c) ensuring these expectations are effectively communicated to pupils and students, parents and carers, and others associated with the school;
- d) ensuring appropriate support for staff facing challenging behaviour.

8. All members of the school staff, including all teachers, support staff and volunteers, are responsible for ensuring this policy and all its associated procedures are followed consistently and fairly. There should always be the case that:

- a) mutual support exists among all staff in implementing policy and procedures;

- b) staff members have a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures;
- c) they also have a responsibility, with the support of the Headteacher and SLT, for creating a highly effective learning environment with high quality, teaching and learning, high expectations, a fair approach to all relationships and irreproachable professionalism.

9. Parents and carers have an essential role to play in supporting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child(ren) inside and outside school, and consistency between school and parent expectations is essential for the child's own development.

They are encouraged to work with the school in maintaining high standards of behaviour, and in raising such with the school any matters of concern arising from the policy in its implementation.

10. All pupils and students:

- (a) are made aware of the expectations upon them;
- (b) are required to take responsibility for their own behaviour;
- (c) are consulted, periodically, on the principles and working of the policy and procedures through the School Council;
- (d) are encouraged to work in partnership with the school staff, and
- (e) have a responsibility to ensure disruption, violence, bullying, intimidation or harassment are reported.

11. Prevention of bad behaviour is far more cost- and time-effective than intervention. National and international evidence is clear that any successful policy promoting good behaviour has a rewards system for good and improving behaviour at its heart. The system of rewards is designed:

- to promote good behaviour;
- to demonstrate that good behaviour is highly valued.

Integral to the rewards system is formally and informally delivered praise; principally by:

- positive feedback and encouragement;
- commendations;
- awards;
- letters to parents/carers;
- extension of privileges.

12. Sanctions are applied in the event of unacceptable behaviour. The range of sanctions are clearly defined in the procedures. In each case the deployment of a sanction will:

- differentiate the child from the behaviour they displayed.
- not be punitive but formative; intended to be part of a package to ensure that unacceptable behaviour is not repeated;
- be proportionate to the offence and circumstances surrounding it.

13. It is our responsibility to ensure that all aspects of our Behaviour Policy are non-discriminatory in their scope and operation. Rewards and sanctions may never be deployed differentially on the grounds of national origin, gender, sexuality, religion, disability or any other criterion.
14. The early identification of, and effective intervention to manage and revise unacceptable behaviours are key factors in any successful Behaviour Policy.
15. Targeted Support
All pupils and students have a right to be educated and to have their educational and developmental needs met. Every child and young person is unique and a school's professional challenge is to blend:
 - an understanding of the totality of each pupil's circumstances and needs, with
 - a need for clear messages to be sent to all pupils regarding consistency of expectation and progress.
16. Resources are allocated to identify and meet the educational, personal and developmental needs of pupils and students for whom inclusion presents significant challenges. However:-
 - the same expectations apply to all pupils/students;
 - where a pupil/student cannot or will not respond to our work in promoting their progress, then alternative provision will be arranged.
17. All alternative provision must be:
 - appropriate;
 - of the highest quality;
 - carefully monitored by designated staff;
 - the subject of intervention or withdrawal if it fails to deliver what is expected of it.
18. Where it becomes clear that, despite every effort on the school's part, a child refuses to abide by the required standards of behaviour, it may be necessary to use the Headteacher's power to exclude that child temporarily (for a fixed term) or permanently, or to arrange a "managed transfer" to another school or alternative provision.
See Policies related to:
 - Exclusions
 - Managed Transfers
19. In this event the school retains responsibility for ensuring a successful transition to this new provision.
20. High quality induction and training in all aspects of behaviour management and school procedures is provided to support the implementation of this policy.
21. Monitoring - the school Inclusion meetings feature the monitoring of the policy and procedures implementation. Outcomes are reported to the Curriculum & Welfare Committee.

22. Evaluation of Impact of the policy and procedures takes place termly in November-December, February-March and May-June. Outcomes are reported to the Curriculum & Welfare Committee.
23. This Behaviour Policy may be reviewed at any time in the light of changing circumstances. However, it is subject to at least triennial reviews.
24. All reviews are cross-referenced to related policies, including:
 - Attendance and Punctuality
 - Anti Bullying Policy

ANNEX 1

SCREENING, SEARCHING AND CONFISCATION

The school accepts and follows the legal guidance offered by its legal advisers. It is the responsibility of the Headteacher to ensure that amendments to this advice is accessed and acted upon.

It is the responsibility of the Headteacher to ensure that the lines of responsibility and accountability for the execution of the protocol set out below is clear, workable and adhered to.

1. **Common Law** places a duty of care of all persons *in loco parentis* to behave like a reasonable and prudent parent. This means that if the school believes a pupil or student is carrying any item which might be harmful to others it has a right and duty to search for and remove it. Indeed, failure to do so, resulting in actual harm to another person is negligence.

Screening Pupils and Students Entering the Premises

2. a) It is the policy of the school not to deploy screening equipment at pupil entrances or elsewhere in the building. Relationships founded upon trust are at the core of the school's values and screening would militate against this.
b) However, if circumstances arise where it is judged appropriate for a pupil or student to be screened by means of a search or specialist screening equipment before being allowed access to the premises and they refuse to cooperate, they may be sent home until such time as they agree to be screened. In this case, to safeguard the child, parents/carers must be informed.
c) The police may be summoned if this is judged prudent in the light of the known circumstances.

Searching Pupils and Students

3. However, the school may search for items which are prohibited in school or because they may pose a threat to the safety of others. These include:
 - weapons
 - illegal drugs and prescription drugs
 - tobacco products including e-cigarettes
 - lighters and matches
 - alcohol
 - stolen items
 - mobile telephones and other electronic devices, including cameras and recording equipment
 - foodstuffs and drinks brought onto the premises for resale
 - and any other material which may be judged inappropriate.
4. Any search may **ONLY** be conducted on school premises or at a location where school staff members have control over and responsibility for pupils (for example Field Study Centres, Hotels used as the base for a school visit abroad etc.)
5. Any search for such items **MUST ONLY** be carried out by a member of the school staff authorized by the Headteacher. Authorized persons will normally include only the Senior Leadership Group, Senior Achievement Leaders and BAT.

6. The Headteacher will normally agree the authorization arrangements with the Governing Body, through the Curriculum & Welfare Committee, at the end of each academic year for the year ahead. This forms a fixed agenda item on the Curriculum & Welfare Committee's summer meeting.
7. Any member of staff may decline to be authorized to conduct searches. If this is so, the Headteacher must respect this wish.
8. In an urgent situation, the Headteacher may issue authorization to another person not previously authorized, but this should be in exceptional circumstances only.
9. Authorization to conduct searches should only be given to staff members who have been trained. This includes staff members who may, under exceptional circumstances, be asked to conduct a search.
10. Regardless of the fact that the law does not require staff to be trained, it is the school's policy to apply this requirement. Training will:
 - be based upon the current version of this Protocol as approved by the school's legal advisers. This may be part of the annual update and review of the Protocol and made an integral part of relevant team meetings, especially including the Senior Leadership Group, Senior Achievement Leaders, Behaviour and Attendance Team (for information) and AG+ staff (for information)
 - include general training for all school staff which may take place at any time but will normally be as part of the Safeguarding update given at the beginning of each academic year and in the induction programme for new staff members;
 - this Protocol will be included in the Staff Handbook.
11. When a search is judged necessary it **MUST** be carried out by a member of staff of the same gender as the pupil or student being searched.
12. The search **MUST** be witnessed by another staff member who **SHOULD** be of the same gender as the pupil or student being searched.
13. Under normal circumstances a pupil or student will be asked to co-operate by agreeing to a search. This will normally involve pupils being asked to empty pockets, bags and may include a requirement to remove outer clothing including shoes (if appropriate) (See 15 below).
14. If they refuse to co-operate they will be given the option of doing so or being kept in isolation until the police arrive to take the pupil/student to the police station to conduct the search.
15. The member of staff conducting the search may require the removal of outer clothing. Any clothing next to the skin (except hat and gloves) may not be removed; clothing next to the skin and one further layer must not be removed by school staff. Pockets may be required to be emptied.
16. The safety of staff must be secured. Any threat or perceived risk of violence by the pupil/student or the risk of staff being injured by sharp or other dangerous objects **MUST** result in the senior staff member charged with conducting the search summoning the police.

17. Lockers may be searched with or without the consent or presence of pupils. Pupils using lockers must be informed that they can be opened at any time and without warning.
18. The law does not require that a parent or carer is informed either before or after a search. It is the school's policy normally to inform parents/carers before a search is conducted unless they cannot be reached or there is a reasonable suspicion that they have provided the pupil/student with the items being searched for. There is, however, no need for parents/carers to be present when the search is carried out.
19. Normally, the judgement as to whether or not to inform parents and carers is devolved to the authorized Senior Staff member responsible for managing the incident. However, where possible the view of the Headteacher should be sought before the final decision is made.
20. ALL search activity, and the decisions around whether or not to conduct a search, to inform parents/carers and to involve the police MUST be recorded, and must be signed off by the senior staff member.

Confiscation of Prohibited Items

21. All prohibited items will be confiscated and disposed of as follows:
 - weapons MUST be reported and given to the police;
 - illegal drugs SHOULD be reported to the police and offered to them for disposal (although if this is delegated to the school, these should be flushed through the toilet system and a record made on a separate minute in the incident file. This must be countersigned by an adult witness to the disposal;
 - tobacco products, e-cigarettes and lighters/matches will be destroyed;
 - mobile telephones and similar electronic devices may be searched, especially if there is evidence of their improper use, data may be accessed, downloaded, stored and deleted. Under all circumstances these will be held securely and only returned to a responsible adult;
 - any confiscated foodstuff and drink will be disposed of;
 - the proceeds of any prohibited sales in school will be donated to charity.