# ALPERTON COMMUNITY SCHOOL

# Behaviour Policy and Statement of Behaviour Principles

Aspire | Commit | Succeed

**Date of Policy: Summer 2022**

**Committee: Staffing and Students**

**Next Review Date: Summer 2023**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

# Contents

# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

# 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students 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:

- Schedule 1 of the Education (Independent School Standards) 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 online

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

# 3. 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
- Incorrect uniform
- Possession of any banned items.  These are:
    - o  Aerosols
    - o  Correction Fluid e.g. Tippex
    - o  Chewing gum
    - o  Electronic devices including smartphones and smartwatches (other than those agreed with the school for education purposes)  Bracelets of any descriptions except those worn for religious purposes
        - ▪  Chains, except medical tags
        - ▪  Facial studs or rings
        - ▪  Body piercings

- ▪ Ear-rings, other than plain gold or silver studs; one in the lobe of each ear
  - ▪ Expensive watches
  - ▪ Rings
  - ▪ Key chains
  - o Laser pens
  - o Make-up including false eyelashes or nails.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - o Knives or weapons
  - o Alcohol
  - o Illegal drugs
  - o Stolen items
  - o Tobacco, tobacco products and cigarette papers, and vapes.
  - o Products containing betel nuts e.g. paan
  - o Fireworks
  - o Pornographic images
  - o 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) e.g. matches, lighters, solvents, corrosive chemicals

# 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 |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>· Racial<br>· Faith-based<br>· Gendered (sexist)<br>· Homophobic/biphobic<br>· Transphobic<br>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, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

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

# 5. Roles and responsibilities

## 5.1 The governing board

The governing board (Staffing and Students Committee) is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## 5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff 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
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on our MIS Bromcom
- The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents

As part of the ACS community parents/carers are expected to speak with their children and support them in improving behaviours which are not conducive to their learning or the learning of others.

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of incidents inside or outside school which affect our school community
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Encourage positive behaviour in line with the high expectations set out in this policy
- Ensure their child comes to school with the correct equipment and school uniform ensuring their child attends school regularly and on time
- Support the school by attending the appropriate meetings and functions
- Inform the school promptly and in writing of all absences
- Ensure their child completes all home learning set to the best of their ability
- Work collaboratively with the school to resolve any problems that may arise
- Adhere to the Home School Agreement and Computer Use Agreement (signed on entry to the school)

## 6. Student code of conduct

Students are expected to:

- Be ready, respectful, responsible and resilient at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

# 7. Rewards and sanctions

Students will be awarded achievement points for excellent effort, conduct or attitude to learning (ATL) Teachers will use every opportunity to reward and celebrate all aspects of school life. All merits, awards and rewards will be logged on Bromcom by the issuing member of staff.

## 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise from staff
- Mention in assemblies
- Written praise on student work or on the website
- Achievement Points
- Certificates, postcards or letters home
- Positive phone calls home to parents
- Awards at celebration evenings or assemblies
- Displays of excellent work around the school
- Celebration on electronic displays
- Termly achievement awards
- Special responsibilities/privileges

When poor behaviour is identified, sanctions will be implemented consistently and fairly. ACS has a range of sanctions that will be used to support students in improving their learning behaviour. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Being moved to a different location in the teaching space
- Making use of the 'alert' provision which may lead to the removal of a student from the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Being invited to SLT Surgery to discuss misbehaviour
- Letters, phone calls or text messages home to parents
- Agreeing a behaviour contract or behaviour support plan
- Putting a student 'on report'
- School-based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Referral to Brent Inclusions Team which could lead to the implementation of a Pastoral Support Plan
- Alternative Provision placement

See appendix 4 for sample letters to parents about their child's behaviour.

Students may be placed in a 'shadow timetable'. They will be asked to complete work in another classroom/subject in order for learning to continue. The parents will be informed of this and they are expected to support the school by speaking with their child.

We may use the Personal Learning Centre (PLC) in response to serious or persistent breaches of this policy. Students may be sent to the PLC during lessons if they are disruptive, and they will be expected to complete assigned tasks which will support their learning when they go back into lessons.

Students who do not attend a given detention may also be sent to the PLC. The PLC is managed by the Deputy Headteacher.

## 7.2 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. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Fixed Term exclusions
- Alternative provision placement
- Permanent exclusion

All incidents of sexual harassment will result in a conversation with our schools Police Officer.

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.

## 7.3 Off-site behaviour

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

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

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

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

**7.4 Malicious allegations**

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

The headteacher will also consider the pastoral needs of staff accused of misconduct.

**7.5 The Sixth Form**

The Sixth form are allowed smartphones in designated areas across both school sites.

Lanyards must be worn around the neck at all times.

Students must commute at the allocated times from site to site.

Students must use their Study Support (SS) time appropriately for study, individual or group work. This includes all spaces across both sites. Failure to do so will result in appropriate sanctions.

Sixth formers are NOT allowed to pass their lanyards to others especially those outside our school community. Doing so will be considered a serious breach of school and safeguarding rules and students will be sanctioned accordingly

# 8. Behaviour management

### 8.1 Core routines

At ACS all staff have been trained to de-escalate situations. We RIP (reprimand in private) and PIP (praise in public) We have the highest expectations of all students as we know that calm and purposeful classrooms are an ideal learning environment.

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

They will:

- Ensure that they are fully prepared and on time for lessons
- Meet and greet learners in the doorway
- Create and maintain a safe and stimulating environment that encourages students to be engaged
- Set high expectations for behaviour and learning
- Plan and provide challenging, differentiated, interesting and relevant lessons and maximise learner effectiveness
- Display the student code of conduct
- Use the language of the 4Rs to ensure consistency of both rewards and sanctions.
- Treat all learners fairly and with respect
- Use positive praise and departmental and whole school reward systems

- Develop a positive relationship with students and promote positive behaviour management, which may include:
    o Greeting students in the morning/at the start of lessons
    o Establishing clear routines
    o Communicating expectations of behaviour in ways other than verbally
    o Highlighting and promoting good behaviour
    o Concluding the day positively and starting the next day afresh
    o Having a plan for dealing with low-level disruption
    o Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

Details of the school's approach to physical restraint is set out in the Reasonable Use of Force Policy.

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. Parents will need to make an appointment to collect these items at a time convenient to the school.**

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

## 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This will be done through the IIG (Inclusion and Intervention Group which consists of the SEND lead DSL, Intervention lead and Pastoral lead)

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

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 9. Student transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## 10. Training

We regularly work together to ensure the best outcomes for our students.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Our staff are provided with training on managing behaviour through positive relationships, including proper use of restraint, as part of their induction process. All staff can refer themselves to the Deputy Headteacher in charge of Personal Development Behaviour and Welfare for personalised support.

Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Staffing & Students Committee every two years. At each review, the policy will be approved by the headteacher.

## 12. Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions policy
- Exam Policy
- Safeguarding & Child Protection Policy
- Attendance Policy
- Digital Devices Policy
- Teaching & Learning Policy
- Charges and Remissions Policy
- Reasonable use of Force Policy
- Anti-Bullying Policy
- Acceptable Use of ICT Policy
- Home School Agreement

# Appendix 1: written statement of behaviour principles

Alperton Community School is a multicultural school that values and celebrates diversity and respects the languages, cultures, faiths and lifestyles of the whole school community. The school aims to raise standards and achievement by ensuring that every individual is given the opportunity to develop their full potential. This will be achieved through high quality teaching and learning and by rigorously tackling underachievement. We endeavour to encourage all members of the school community to accept personal responsibility for their actions, to be truthful and self-disciplined.

The Governors, staff, parents and students of Alperton Community School believe that we will nurture and inspire each and every student in our community to fulfil their academic and personal ambitions, by delivering outstanding education with the utmost commitment and passion. In order to fulfil our mission, we expect our students to be Ready, Respectful, Responsible and Resilient.

**Ready**

- With the highest possible attendance
- On time for every lesson
- Prepared for every lesson
- In full school uniform or following the school dress code
- With no food or drinks in lessons (except bottled water)

**Respectful**

- Treat others with the respect you would expect to be treated with
- Follow all instructions diligently when requested
- Listen to what other people say and speak politely to others
- Take care of each other, the buildings and all equipment

**Responsible**

- Follow all rules to keep yourself and others safe
- Be in control of your actions and do the right thing
- Own up to mistakes and make them right. If you are wrong, then own up, apologise and move on

**Resilient**

- Have a GROWTH mind-set: your brain gets stronger by making it work
- View a difficulty as a challenge
- Learn from your mistakes so you don't make them again
- Pay particular attention to feedback and learn from others
- Set your own goals and work hard to attain them

It is the collective responsibility of the entire learning community, to ensure that all learners are valued and enabled to achieve their full potential. As such, this policy is based on the premise that everyone has a right to:
- learn and work in a purposeful, orderly and calm environment, without being disrupted by others
- feel safe
- have their voice heard and their concerns listened to be treated with fairness and respect
- free from any form of discrimination

The governing board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances