



# Allerton Grange School

## Policy for Positive Discipline (Behaviour Management Policy) 2020 - 2021

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Post COVID rules added July 2020, to be reviewed July 2021

Review cycle: 1 year

Next review: July 2021



# Allerton Grange School

## *Aspire, Grow, Succeed*

- *Working together to achieve our full potential.*
- *Celebrating our diverse school community and fostering tolerance and respect for all.*
- *Developing active citizens within the school community and beyond.*
- *Inspiring confident, creative and independent learners.*

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# The Allerton Grange Policy for Positive Discipline

At Allerton Grange, we believe that students need a secure, safe and ordered environment in which to achieve their full potential - socially, emotionally and academically. We strive to create this environment by having a clear and simple structure of expectations in which students can learn and adults can teach. To support this structure, we rely on positive relationships between students, teachers and parents/carers. We, therefore, require all parents/carers and students to sign our Home/School Agreement which clarifies the Allerton Grange Positive Discipline system and the part we all play in ensuring its success.

## Positive Discipline – The Philosophy

Positive Discipline is centred around 3 very simple concepts:

- that all young people enjoy being actively rewarded for their efforts;
- that all young people need clear guidelines in terms of what constitutes 'acceptable' behaviour;
- that clear, open communication between teachers, students and parents/carers is key to success in schools.

We recognise that the vast majority of students are well behaved, co-operative and responsible and the heart of our policy is based upon recognising and rewarding this type of conduct.

Our Classroom and Around School rules are displayed in all areas and provide the foundations on which our positive discipline system works:

## Positive Discipline – Classroom Rules:

1. Follow instructions from staff, first time, every time.
2. Listen in silence when others are speaking.
3. Be polite and respectful to staff and each other.
4. Arrive on time, in correct uniform, fully equipped and ready to learn.
5. Always work hard in lessons.
6. Do your homework to the best of your ability and hand it in on time.

## Positive Discipline – Around School Rules:

1. Follow instructions from staff, first time, every time.
2. Be polite and respectful to staff and each other.
3. Keep to the left, behave sensibly and do not run.
4. Always wear full uniform and remove your coat upon entering the building.
5. Only eat and drink in the designated areas – Cyber Café and the Dining Hall.
6. Respect your school building. Look after it properly and put all litter in the bins provided.

## Respect and Kindness



We have high expectations for our students and we are determined that all students will achieve their academic and personal potential. These expectations aim to inspire, motivate and challenge young people to be best that they can be and prepare them for the responsibilities, opportunities and experiences life offers.

We focus on developing character, building confidence and teaching the importance of kindness, manners and respect.

Showing respect and kindness is also rewarded in school, with stamps, achievement points, positive postcards home and special acknowledgement in our rewards assemblies.

- R**esponsibility
- E**quality
- S**kill Development
- P**ositive Participation
- E**xceed Expectations
- C**lever Choices
- T**irelessness

### Working together – Basic priorities



## School Uniform

Blazer *	Navy blue with school badge.
Trousers Skirts	Mid grey (straight, full-length, classic style). Mid grey (straight classic style with or without vent, pleated or non-pleated).
Tie – clip on *	Allerton Grange School tie. KS3 (Y7/Y8): blue, KS4 (Y9 - Y11): red.
Shirt	White (long sleeved), worn with school tie.
Shoes	Plain black with flat or low heels. No trainers permitted.
Belt	Plain black if worn.
Jumper (optional) *	Grey v-necked jumper with school logo. Year 11 only - blue v-necked jumper with school logo.
Socks	Mid grey or black ankle socks. No logos or designs.
Tights	Plain black or neutral.
Faith hats/hijab/ turbans/Kippah	Navy blue, plain in style.
Shalwaar Kameez/tunic	Mid grey (straight, knee length, classic style).
Jewellery	No jewellery other than plain, single, discreet studs, one bangle/band per hand and one plain ring per hand. No facial piercings.
Hair styles	Extreme hairstyles (as decided by the school) are not acceptable eg. hair colouring (natural hair tones only), tram lines, hair shaving – not below a grade 3. Navy blue, plain hair accessories are preferred style.
Make-up	Minimal make-up permitted in years 7 - 11 (as decided by the school).

## PE Kit

### All students must wear a PE kit with the school logo.

Students must have a change of footwear for lessons. Trainers (not pumps) must be non-marking and clean for indoor activities. Showers are advisable; please bring your own towel.

- AGS navy blue polo shirt
- AGS navy blue shorts
- AGS navy blue socks
- Plain navy blue tracksuit - outdoor. (Winter and Spring term only)
- AGS navy and white rugby shirt – (optional for girls)
- AGS fleece – optional
- Football boots are compulsory for boys in years 7, 8 and 9
- Football boots are optional for girls



- Items marked with an asterisk (\*) are available from the school uniform shops only.

During the second half of the summer term only, all students are permitted to wear a short sleeved white collared shirt (with tie). In addition, blazers and jumpers are optional during this period.

## **Classroom Responsibilities for our Teachers**

The positive discipline approach is based on these responsibilities. It is a simple structure intended to provide support for all staff. It can only work if it is applied consistently by all, from school leaders to the most recently appointed colleagues. It applies, equally, to recognising students who 'do the right thing' as it does to consequences for breaking school rules and the code of conduct.

### **Planning for behaviour**

Engaging and stimulating lessons encourage good behaviour. Seating plans are more effective when proactive and personalised. Student profiles, including their academic level, are accessible on SIMS. Concerns about individual students should be passed to the year team via form tutors or curriculum teams through their Year/Key Stage Office.

### **Classroom environment**

Students will respond better in lessons if they feel valued and catered for. The use of qualified praise, display of work and rewards stamps will convey this message and build positive relationships with the students.

### **Consistency of message**

Students will respond positively to classroom management when it is consistently and effectively practiced by all staff. Observing the students doing something well and recognising it with praise will help to secure, in students' minds, expectations of behaviour that are valued. Therefore, strengthening the link.

### **Senior Leadership Team Testing the Temperature Walks**

SLT will complete weekly learning walks checking for positive behaviour and supporting the work of teachers and pastoral staff. These walks will ensure that the Policy for Positive Discipline is being applied consistently across the whole school.

### **Equipment Checks**

Classrooms will be visited regularly to carry out spot checks on equipment. An after-school detention is imposed if students are not in possession of the full range of equipment: planner, pen, pencil, 30 cm ruler, calculator, green biro, glue stick, protractor and pencil case; all to be accommodated in an A4 sized school bag. Repeat offenders will serve a day in Isolation.

### **Positive Focus**

A positive focus will be announced by form tutors at the beginning of each week, and should be an area to concentrate on when recognising that students are 'getting it right'. These will be reinforced through the use of plasma screens, SLT learning walks, form time and during lessons.

### **Homework**

All homework is set using a system called 'Show My Homework'. This is an electronic diary, which can be accessed cross-platform, either through a free phone app or by logging in to the Show My Homework website. A link to the site can be accessed via the Useful Links slide on the right hand side of the screen.

When students start at Allerton Grange, they will receive a PIN that will allow them to

access their homework. The site will remind them of deadlines, contain copies of the resources they need, and may even link to websites or video clips. Parents/carers will also be given an individual PIN so that they can see what homework has been set and approximately how long it should take. It will also indicate if students are completing their homework on time.

Homework will be set in all subject areas on a regular basis; it is designed to build on class work and help students improve. It is important that students are encouraged and supported at home in developing good independent working habits.

### **Homework in Key Stage 3 (Years 7 to 9)**

Students will be asked to learn key facts, definitions, dates, concepts or equations from their knowledge organisers. They will then be tested on this the following lesson - precise details will be on 'Show My Homework'. If students have not spent enough time on it (which is usually determined by the test score), they will receive a behaviour point. Occasionally, they will receive non-learning homework, e.g. an essay. This homework will be meaningful and rigorous and based on the knowledge organisers. Also, in maths, they will sometimes be asked to complete tasks from 'MathsWatch'. With all forms of homework, students will receive a behaviour point if they do not complete it on time or if it is of poor quality.



# Unstructured Times, Responsibilities for Staff and Students

## Morning, break, lunch and after-school staff duties

- Be punctual, these duties are as important as a lesson
- Smile, welcome and take the opportunity to interact with students to build positive relationships
- Look for positive behaviour – catch the students doing the right thing and comment; award achievement stamp if appropriate

## Lesson Changeover

- All staff to meet and greet at classroom door
- Non-teaching staff to have a visible presence for the first few minutes of each lesson to encourage safe student movement
- Classes to be dismissed in an orderly manner to show that learning is over on hearing the pips – stand behind desks and wait to be dismissed
- Students should be encouraged to get to their next lesson as soon as the bell goes

## Break time

- All food and drink must be consumed in the Cyber Café and Dining Hall only. No food is to be taken or eaten outside. Students must be seated in the Cyber Café or Dining Hall
- All rubbish must be placed in the bins provided to keep the school a clean and tidy environment
- Students must keep to the designated outside area

## Students on corridors

- Students must not be allowed out of a lesson without a valid corridor pass. Any students without a **valid** corridor pass should be returned to lesson

## Lunch time

- All food and drink must be consumed in the Cyber Café and Dining Hall only. No food is to be taken or eaten outside. Students must be seated in the Cyber Café or Dining Hall
- All rubbish must be placed in the bins provided to keep the school a clean and tidy environment
- Students must keep to the designated outside area

## Allerton Grange – Positive Discipline

Allerton Grange School wishes to identify and recognise those students who do well in all aspects of school life. Our policy positively promotes the many and varied successes of our students; encompassing recognition for hard work, contribution to the school community, attendance and good behaviour.

### Positive Planner

Every student will be issued with a Positive Planner at the start of the new school year. As well as a tool for organisation and homework planning, it will be utilised by all staff to record achievement stamps. As such, it will form an essential part of students' equipment. Failure to bring the Planner to school will result in an instant behaviour point.

Any behavioural concerns will be logged electronically, not in the Positive Planner, and parents will be contacted directly, if appropriate. **Planners must be carefully maintained – any damage or graffiti to a Planner will result in a behaviour point and a £4.00 charge for a replacement Planner.**

### Parent App

All parents are actively encouraged to download the free Allerton Grange School Gateway app. This will give parents immediate access to data specific to their child including timetable, academic outputs, punctuality, and reward and behaviour points.

### Upholding the school values

All staff can award achievement stamps and these will be given in and out of lessons for actions such as good work, effort, co-operative behaviour, contribution to the school community, and upholding school values.

### In class

Students will earn stamps for following the school rules. Additional achievement points can be given for specific instances of good work, good citizenship and extra effort.

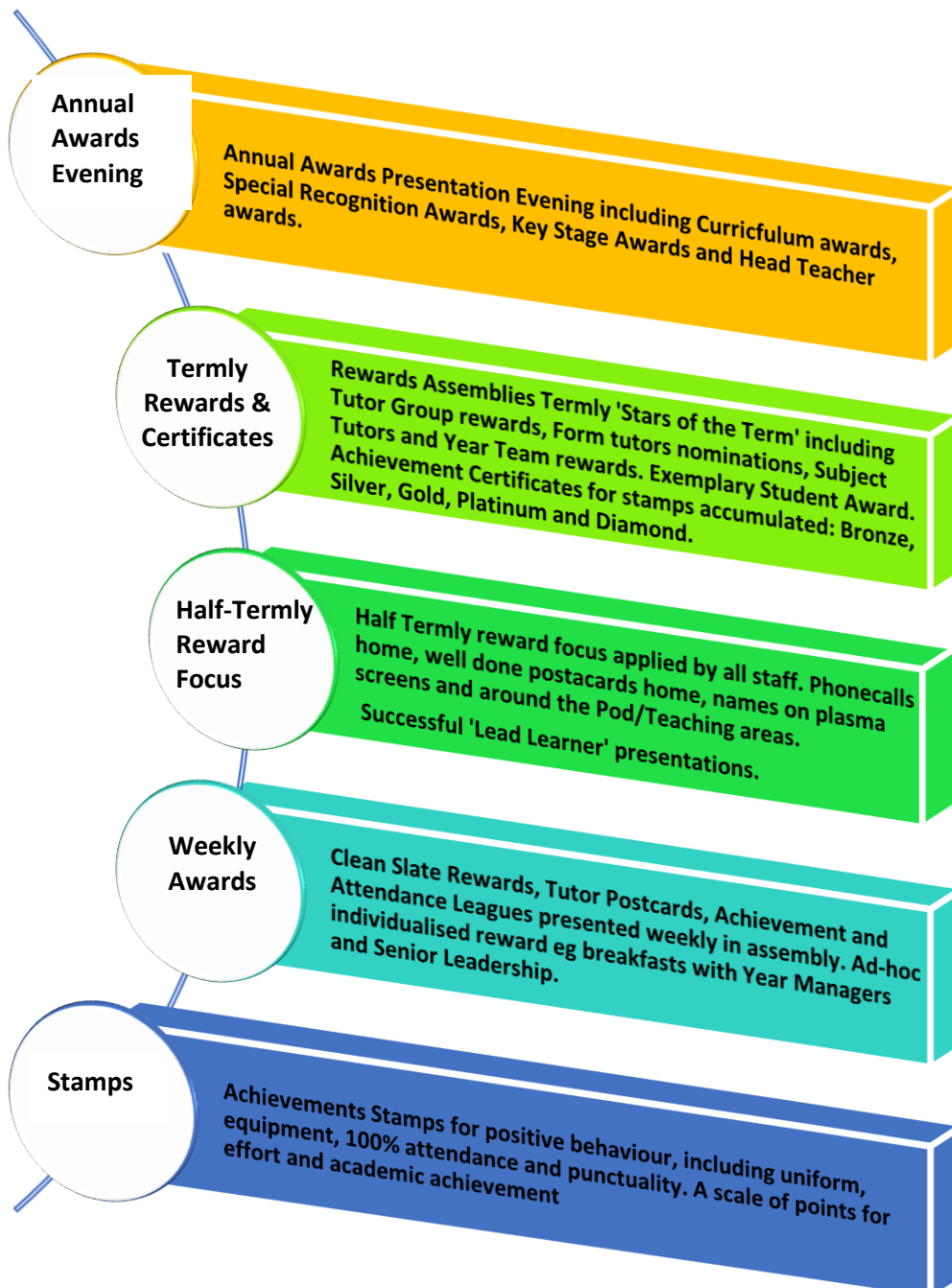
### Out of class

Stamps will be given in recognition of specific instances that contribute to our cohesive school community. Ad-hoc stamps will be given by Senior Leadership when they witness specific examples of positive behavior. These are worth 5 points, or 10 from the headteacher.

Achievement stamps are cumulative; 30 stamps = 1 entry to the prize draw

- Performance in class = 1 stamp
- Exceeding expectations in class or around school = 2 stamps
- Weekly clean slate (no lates/full attendance/no behaviour points) = 2 stamps (Form Tutor input)
- School representation = 3 stamps
- Sustained improvement = 3 stamps (PWM input)
- No late marks /full attendance per half term = 3 stamps

# The Reward Ladder



### **Postcards**

Managed by Curriculum Teams and Year Teams, these will be awarded half termly to the hardest working/most improved students in each curriculum and year group.

### **School Council**

The School Council is a valuable asset in communicating student voice and taking responsibility for students' comments, wishes and outcomes within school. There must be equitable student representation and be valued as a positive resource within school.

Members are recognised by their Student Council badges; identifying them as individuals with passes to each POD area to reinforce the trust and value that goes with this position. The Student Council meet on a weekly basis during tutor time, and other times, as identified by an appointment card. They take an active role in the interview recruitment process of teaching staff appointments within the school.

Failure of a Student Council member to undertake their responsibilities seriously will result in that member being asked to step down.

### **Awards Ceremony - Prize Draws**

Certificates and awards represent all aspects of school life, not just academic success. Certificates are presented at the termly school awards ceremony. Each certificate will qualify for entry/entries to the prize draw. The prizes will vary according to each year group and depend upon what the focus has been for that term. Annual awards ceremonies also take place. The principles of which include most improved student for attendance, behaviour and academic progress. Rewards will be a regular item on Student Council Agenda.

### **Positive Promotion of Success in school**

Plasma Screens are positioned around the school and used to actively recognise successes of our students. For example, sporting achievements, student of the week, school representation at other events, community success, etc. A member of each curriculum team has responsibility for positive promotion of success. Our School Newspaper 'pAGeS' is produced four times a school year, providing updates on current news, forthcoming events, successes etc.

### **Student Leadership:**

There are opportunities for all our students to represent the school in a leadership capacity, if certain criteria are met. Student Council, Exemplary Student, Attendance Ambassador are some examples of how students can get involved.

### **Lead Learners**

Students who achieve more than 95% attendance; all As/Bs for attitude to learning and less than 10 behaviour points will be awarded Lead Learner status.

### **Optima**

Some of our most able students may be assigned a staff mentor to challenge, coach and encourage them, if we feel they are not pushing themselves hard enough. They will also be expected to get involved in enrichment opportunities, such as our Latin club; the AGS debating society; visits to Russell group universities; and listening to career talks by representatives from various professions. For example, law, medicine, dentistry,

engineering, and architecture. They will have the opportunity to develop their public speaking skills in assemblies and in our local primary schools. In addition, there will be a number of different academic challenges, where they will compete against each other and their counterparts from other schools. To prepare for these competitions, students may be required to undertake extra homework and independent research.

### **Anti-bullying Ambassadors**

The Ambassador Scheme is a Student led initiative to convey the message that we have a zero tolerance on bullying across our school. This team (identified by their badges) meet every half term to share ideas and best practice on how to continue stamping out any bullying at Allerton Grange. Students are invited to apply each academic year when a new team is created. This gives more opportunity for a diverse range of young people to bring new ideas.

### **Extracurricular Enrichment Activities**

Students across all year groups are actively encouraged to join in the varied range of After-School Clubs on offer within school. Just a few examples are Spectrum (LGBTQ+), Yoga, Cooking Club, Gym and various sports activities.

### **Community Engagement:**

We aim to deliver projects which are set up to build positive relationships between our young people, not just in school but across our local community. Our students assist with road safety initiatives and provide support with activities at our feeder Primary Schools.

### **Reward/Recognition Trips**

Throughout the year, students will be given the opportunity to take part in events/trips in recognition of their contribution to our school community. Certain expectations/criteria will need to be met for a student to benefit.

# Consequences for breaking school rules and code of conduct

**The consequence of breaking a school rule, will automatically incur a behaviour point. For example, poor punctuality (to school and/or lesson), lack of equipment, incorrect uniform, unruly corridor conduct etc.**

## **In Class**

- Unacceptable behaviour will result in a conversation and verbal warning.
- The second conversation will result in a final warning AND the FIRST behaviour point being logged on SIMs.
- Continued unacceptable behaviour will result in a further behaviour point and removal from the classroom within the faculty where work will be provided. This will trigger a 30-minute Curriculum detention.
- Failure in faculty referral, or refusal to attend, results in the student being escorted by our 'on call' team to our Isolation Room until 16.15 that school day.
- Accruing 3 behaviour points in a week will result in a 1-hour whole school detention.
- A member of Leadership Team will be on duty throughout the day to deal with emergency situations that can't be resolved through normal procedures and could impact on the health and safety of members of the school.

## **Around School**

We also expect students to behave well around school. If behaviour is unacceptable, students will be given one verbal warning and a chance to make the right choice. Lack of response will result in a behaviour point being registered by the member of staff. Repeat offenders will have their social times removed for a fixed period, managed by year teams.

- One-off serious breaches of the school rules or code of conduct will be investigated and sanctions will be personalised depending on the context. This could include a fixed term exclusion or being educated elsewhere.
- A continued escalation of behaviour points will result in intervention at certain levels (refer to Intervention Ladder).

## **Inappropriate Language**

Any student overheard using offensive, foul or inappropriate language (including swearing/homophobic/racist comments) will receive a consequence and a letter will be sent home. Should it constitute a hate crime, the police will be involved.

## **Make up**

Make up, referred to in our uniform policy, constitutes a light covering of skin toned foundation, minimal mascara and a neutral lip gloss. We will insist that any excessive make up is removed. Acrylic or false nails are not permitted in school for health and safety reasons. Nails must be filed to a sensible length and only neutral nail varnish is permitted.

## **After School**

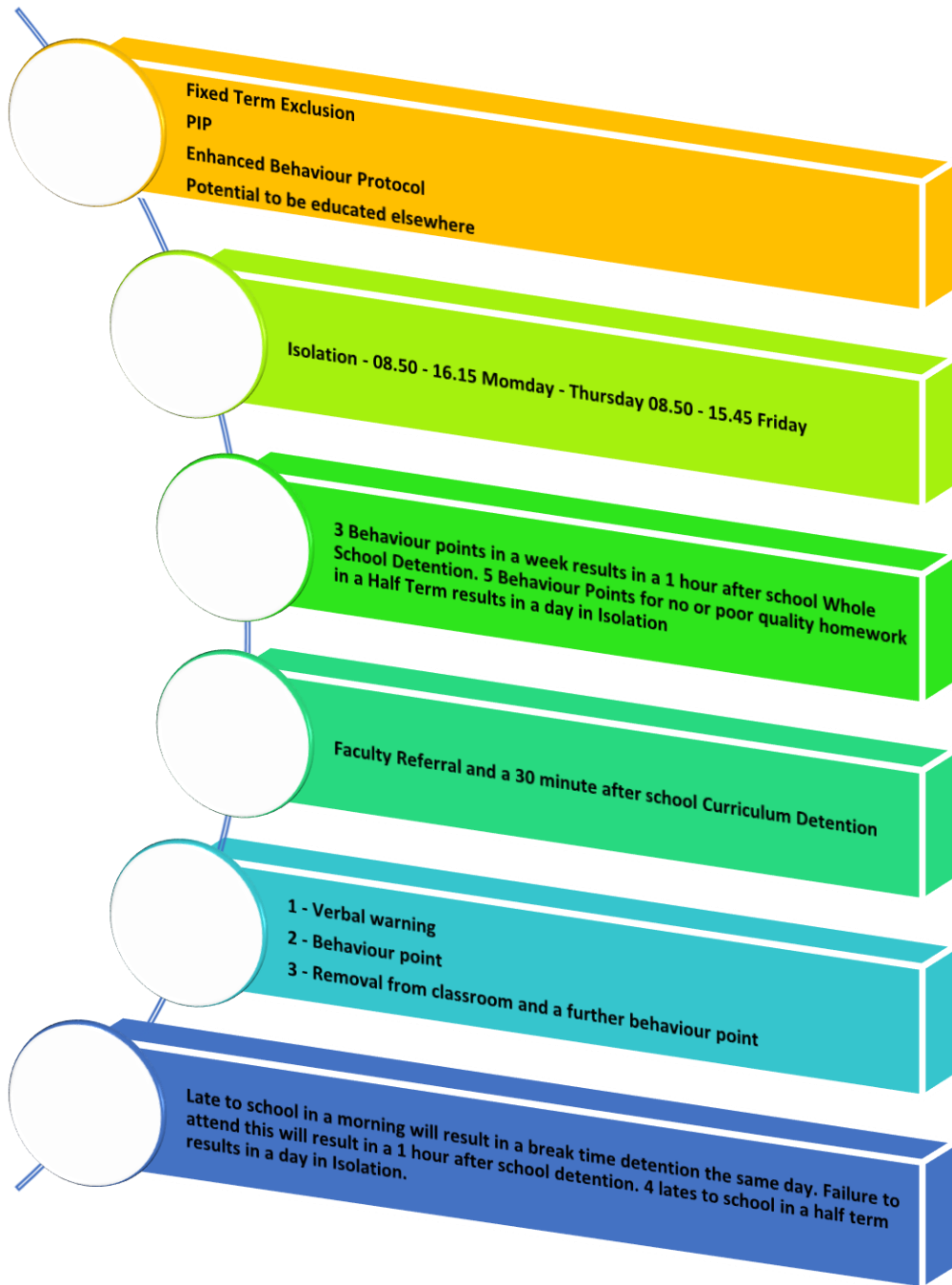
At 15.00 all students are expected to have left the building by 15.10. Exceptions are students who are in a detention, after school club or session 6 intervention class. Students

waiting for siblings or parents must wait quietly, doing homework or reading, in the Cyber Café only.

### **Confiscation**

School staff have the authority to confiscate and retain any items a student brings in to school that are not permitted or could be deemed as dangerous/illegal. Items of significant value that are not illegal or dangerous will be confiscated and retained in the school safe. These items can be collected, only by a parent/carer, on the last day of the half term during which it was confiscated. Items considered to be illegal or dangerous will be handed over to the Police. Energy drinks are not conducive to learning and, as such, not permitted in school. Any energy drink or drinks with excessive sugar content (more than 10g per 100ml) brought into school will be confiscated and disposed of.

# The Consequence Ladder





## Detentions and Consequences:

It is very important that a detention should follow as soon as possible after an incident. Curriculum detentions are for 30 minutes, after school, on set days each week as governed by each Curriculum area. Whole School detentions are for 1 hour after school on a Monday, Tuesday, Wednesday and Thursday.

- Late gate detentions will be organised and managed by the Behaviour and Welfare team. Any student late to school on a morning will receive a break time detention. Failure to attend this will result in a 1 hour after school detention. Late to school 4 times in a half term will result in a day in Isolation.
- Curriculum detentions will be organised and managed by each curriculum team. Smaller curriculum teams may merge together so that a shared rota can be implemented and staff take an equal share of the detentions.
- Whole School detentions will be organised and managed by the behaviour and welfare team.
- Students will be expected to work in silence – doing detention activities – copying or lines. KS3 students will produce work from their Knowledge Organiser.
- Students (highlighted in the register) will receive a detention slip via their Form Tutor and will be expected to arrive on time to the designated detention room.
- Failure to attend a 30-minute curriculum detention will result in a 60-minute whole school detention. Failure to attend a whole school detention will result in a full day in our Isolation Room – 08.50 – 16.15. Failure to comply with rules in our Isolation Room OR refusal to go in the Isolation Room will result in a fixed term exclusion followed by a parental meeting and a full day in Isolation before returning to lessons.
- Unacceptable behaviour at social time/lesson changeover/after school will result in a detention during break and lunchtime.
- Students in KS3 will carry out Community Service at break and lunch as a sanction for poor behaviour. This involves wearing a high visibility vest and clearing up rubbish in the dining areas.
- Failure to do Homework or poor quality of Homework 5 times in a Half Term will result in a day in Isolation.

## Isolation room

Isolation is the final consequence prior to exclusion and is, therefore, a serious consequence, so the regime is very rigid.

- Students may be isolated immediately until 16.15 if an incident may impact on the health and safety of other school members.
- Students will be booked in advance, as an alternative to a Fixed Term Exclusion or for serious one-off breaches of discipline.
- Space is limited – maximum 20 students at any one time.
- A full day's isolation will be operational from 08.50 – 16.15 Monday to Thursday and 8.50 – 15.45 on a Friday.
- Classwork will be provided by curriculum areas and students will be expected to work hard on this throughout the day.
- In DEAR time, at the end of the day, students read their DEAR books.

- Resources will be available and managed by our Isolation Room Supervisor and Coach.
- Clear rules will be visible and on display. Students will sign to say that they understand these rules before they enter the Isolation Room.
- A warning system is in place. Parents/Careers will be contacted if a student breaks the Isolation rules.
- Parents will be contacted if a student continues to break the Isolation rules following 3 warnings or leaves the Isolation room, the student will be booked in for the following day. Students will not be allowed back in circulation until they have successfully completed a day in Isolation.
- Students returning from a fixed term exclusion automatically serve a day in Isolation before going back into circulation.
- SLT will conduct learning walks in the Isolation Room on a daily basis.
- Students in isolation will be escorted to lunch by the Isolation Room Coach, who will remain with them and return them to the isolation room. Students can bring a packed lunch or will be taken to the Cyber Café where they will be allowed to purchase from a range of sandwiches, paninis, biscuits, cereal bars and a juice/water.

## Intervention

### **Students not in correct uniform will be dealt with immediately**

Form tutors will identify any student wearing incorrect uniform and send them to the Progress and Welfare Team. A call home will be made to see if the correct uniform can be brought in. Students will remain out of circulation when wearing incorrect uniform, therefore, issues need to be resolved within the same day.

### **Mediation**

When appropriate, colleagues will always try to mediate in an attempt to resolve an issue in the first instance, and return the student to learning. Should this not be possible, mediation can be arranged by the Progress and Welfare team at the earliest possible opportunity, always remembering that staff are the adults and should role model expected behaviour.

### **Restorative Practice**

All incidents that involve potential criminality will be referred to the police. A restorative justice approach will automatically follow the sanction. This may include community service and/or a meeting at the Police Station, where Parents/Carers will be asked to accompany their son/daughter.

### **Damage to school property**

Any willful damage to property, that incurs a repair cost to the school, will be charged to the Parent/Carer. An invoice will be sent home for the payment due which will subsequently be chased up by the Local Authority, if necessary. In addition, the perpetrator will spend a full day in our Isolation Room following the incident. Any damage should be reported to Behaviour and Welfare teams.

### **Anti-Social Behaviour outside of School**

Any reported inappropriate behaviour displayed by our students travelling to and from school will be investigated by the year team and, possibly, referred to the police. Parents/Carers will be notified. Depending on the nature of the incident, and if the students involved are wearing an Allerton Grange school uniform, consequences will be applied.

### **Stop and Search**

School staff have the right to search a student if it is believed that he/she is in possession of items that are not permitted in school **OR** items considered illegal and/or dangerous. Two colleagues will be present when the search is conducted. Ideally, at least one colleague should be of the same gender. If a crime is about to be, or has been committed, we will involve the police.

### **Behaviour Report**

If a student doesn't respond to the sanction process within school, he/she will be placed on a behaviour report. This report will be kept separate from the Positive Planner, meaning that stamps will continue to accumulate whilst the report is in place. The young person will report to:

- Form Tutor upon reaching 10 behaviour points
- Progress and Welfare Coach upon reaching 20 behaviour points

- Progress and Welfare Manager upon reaching 30 behaviour points

Weekly manageable targets will be agreed upon with a view to getting the student 'back on track'.

### **Pupil Intervention Plan (PIP)**

- Students whose behaviour continues to cause concern following early intervention will be placed on a PIP – Progress Improvement Plan.
- To commence the PIP process, a meeting will be arranged where both staff and the student can actively contribute to the plan, this will increase its chances of success. Targets will be agreed and prioritised for the areas causing us the most concern. The completed PIP will then be attached to the student's profile on SIMs and shared with the parent/carer. Progress will be reviewed on a weekly basis and communicated home. A review meeting will be held every 2 weeks with information passed to parents.
- If other needs are identified for the young person or family as part of the PIP process, the school can access targeted support from other professional agencies through our Cluster.

### **Enhanced Behaviour Protocol**

There are occasions where, with additional support, a young person may need an opportunity to re-engage with learning. This means for a period of time a tailored set of rules will be applied to this young person in order to encourage progress. When this occurs the protocol will be agreed with the student, Parent/Carer, Progress and Welfare Manager and the Headteacher. These temporary arrangements will be communicated to colleagues who teach that young person in order for it to be a consistent approach. This protocol can be triggered at any time during the consequence process.

### **Exclusions**

In instances where our consequence process fails to have effect, or in incidents of a one off severe nature, a student can be excluded from school for a fixed term of 1 to 5 days. Classwork will be provided and the student must stay at home during this period. For more detailed information, please refer to the Department for Education Exclusion Guidance – September 2017.

# The Intervention Ladder



# Allerton Grange School No Smoking/Energy Drinks Policy

## Introduction

An offence of smoking within a smoke free place was created by the Health Act 2006. All buildings, the whole site within the perimeter of the school fencing, all school buses and other transport related to Allerton Grange School are designated as no smoking zones.

## Process

Any student seen smoking is taken to our Behaviour and Welfare Team. Students must hand over their cigarettes, lighter, electronic cigarette or shisha pen. Failure to do so will result in Isolation until 16.15 that day or being sent home. A parental meeting will follow the next day. Any student seen with an energy/high sugar drink will have it confiscated and disposed of. Excessive sugar intake or a sugar rush can significantly impact on behaviour and ability to learn.

## Aims:

- To stop the student smoking on school grounds.
- To establish if the student wishes to stop smoking so support can be put in place.
- To inconvenience the student by confiscating cigarettes. This costs the students money.
- To establish how the student obtains cigarettes.
- To work with parents to reduce the opportunity for the student to purchase cigarettes i.e. funding limits, Parent Pay for school meals.
- The risk of smoking on school grounds will be high for students because they can't afford to lose their limited cigarettes.
- Taking the students' cigarettes will cost them heavily therefore reducing the risk of repeat offending.
- To prevent vast intakes of sugar which has a detrimental effect on behaviour and the ability to concentrate.
- To prevent the damage large amounts of sugar have on teeth.
- To promote and encourage a healthy lifestyle to all our staff and students.

## Allerton Grange Substance Misuse Policy

Allerton Grange School is fully committed to the duty of care and safeguarding of its students. Therefore, in any instance of a student suspected **of being under the influence** of an intoxicating substance, the following procedures are undertaken:

- A judgement is made by three members of the Substance Abuse team (one of which is from the relevant year group), \*\* as to intoxicated state of student
- Recorded in Substance Abuse log as Amber or Red.

**Amber:** Admittance of being in possession of but not under the influence

**Action:** Withdrawn to the Isolation Room and monitored. A phone call home will be made and, unless physical state deteriorates, the student will be expected to complete a full day in Isolation until 16.15.

**Red:** Agreed as under the influence of an intoxicating substance.

**Action:** Searched by an appropriate member of staff. Parents asked to remove student from school under Health and Safety regulations. Return following day for school sanction: a day in isolation. Second occasion leads to Parenting Contract and an agreed plan of action as follows:

- Reporting to Year office on arrival
- Monitoring sheet for attendance in class
- Report to Year Team at end of break, lunch and the school day.
- Access to support for substance abuse
- Review process agreed at contract meeting according to individual cases

- ❖ Any intoxicating substance found will be recorded in the Substance Record log (including method of disposal). SLT to be informed. Any further action taken to be agreed by the Headteacher
- ❖ Any alcoholic substance to be washed or flushed away by Substance Abuse Team. Cannabis or other drugs to be held in the safe in the Finance Office and disposed of within 24 hours.

**NB: Any parental contact will be in conjunction with child protection and family history information held by the school.**

In the event a student is suspected **of being in possession or supplying** an illegal substance:

- Student to be withdrawn to year/key stage office for further investigation.
- Searched by two appropriate adults.
- If found in possession of a small amount for personal use, follow procedure for Red category for being under the influence.
- In the event of sufficient evidence to suggest supplying (amount of illegal substance found) and/or equipment and/or substantial amount of money not accounted for, parents will be informed and the student excluded from school for a fixed period of 5 days in the first instance.
- The Headteacher will be informed and make a decision on next steps.
- Further police action may follow.

**Substance Abuse team to consist of:**

- Assistant Head for Behaviour, Attitudes and Safeguarding
- Safeguarding Lead
- KS4 Progress and Welfare Leader
- KS3 Progress and Welfare Leader
- Progress and Welfare Managers



## Mobile Phones/Smart Watches/Headphones/Electronic Devices

With effect from **2 September 2019**, the use of mobile phones by students in Years 7 to 11 will not be permitted anywhere inside or outside the school building. This protocol applies to mobile phones/ headphones/smart watches and electronic devices.

The use of mobile phones/headphones/smart watches and electronic devices for Sixth Form students is restricted to the common room only. Failure to comply will also result in a two-day confiscation. Sixth Form students will be allowed to collect their own phone at the end of the confiscation.

Mobile phones/headphones/smart watches/electronic devices are brought into school at students' own risk and must be **switched off** before entering the school site. If any student is seen with a mobile phone or headphones, smart watch or electronic device inside the building, or if it is heard, it will be confiscated (along with the SIM card) for two school days.

The only exception to this rule is where a senior member of staff has given permission for a student to use his/her mobile phone. This would only apply in truly exceptional circumstances.

Confiscated items must be collected by a parent/carer or designated adult strictly between 3.00 and 4.00pm (3.00 to 3.45pm on a Friday). Parents should not attempt to collect equipment before or during the school day.

If a parent/carer cannot collect the confiscated item, they must contact their child's Progress and Welfare team to seek permission for an alternative named adult to collect on their behalf.

If the confiscation falls on a Thursday, the item cannot be collected until the following Monday. Confiscations that occur on a Friday can be collected the following Tuesday.

When an item is confiscated on a Thursday/Friday, immediately prior to a school holiday, the item can be collected on the day we break up, between 3.00 and 4.00pm. As a consequence in this instance, the student will serve a day in Isolation on the first day back in school.

Students refusing to hand their mobile phone/headphones/smart watch/electronic device(s) in for confiscation will serve a day in Isolation.

There may be times where a child has to use a mobile phone, without permission, for reasons of safeguarding or a highly personal nature. In these circumstances the confiscation of the mobile phone will be at the discretion of the Headteacher.

**NB:** Mobile phones/headphones/smart watches and electronic device use for Sixth Form students is restricted to the common room only. Failure to comply will also result in a two-day confiscation. Sixth Form students will be allowed to collect their own phone at the end of the confiscation.

The following information relating to acceptable use has been retained in this policy as guidance for parents/carers/students OUTSIDE of school hours.

# Mobile Phones, Electronic Devices and Headphones: Acceptable Use Guidance

## 1. Purpose

1.1. The widespread ownership of mobile phones among young people requires that school administrators, teachers, students, parents and carers take steps to ensure that mobile phones\*\* are used responsibly at school. This Acceptable Use Policy is designed to ensure that potential issues involving mobile phones\*\* can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

1.2. Allerton Grange School has established the following Acceptable Use Policy for mobile phones\*\* that provide teachers, students, parents/carers guidelines and instructions for the appropriate use of mobile phones\*\* OUTSIDE school hours.

1.3. Students, their parents/carers must read and understand the Acceptable Use Policy as a condition upon which permission is given to bring mobile phones\*\* to school.

1.4. The Acceptable Use Policy for mobile phones\*\* also applies to students during school excursions, trips and extracurricular activities, both on the school premises and off-site.

## 2. Rationale

2.1. Travel to and from school and working parents presents challenges when it comes to communications. The school recognises that personal communication through mobile technology is an accepted part of everyday life and that such technologies need to be used well.

## 3. Personal safety and security

3.1. Our School accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting to and from school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

## 4. Responsibility

4.1. It is the responsibility of students, who bring mobile phones\*\* to school, to abide by the guidelines outlined in this document.

4.2. The decision to provide a mobile phone to a child/ren should be made by parents/carers. It is the responsibility of parents to understand the capabilities of the phone\*\* and the potential use/misuse of those capabilities.

4.3. Parents/carers should be aware if their child takes a mobile phone\*\* to school. It is assumed household insurance will provide the required cover in the event of loss or damage. The school cannot accept responsibility for any loss, damage or costs incurred due to its use.

4.4. Parents/carers are reminded that, in cases of emergency, the school reception/office remains a vital and appropriate point of contact and can ensure your

child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons inadvertently. This will be the ONLY method of contacting your child now the ban is in place.

## **5. Acceptable Uses**

**5.1.** If brought to school, mobile phones\*\* should be switched off and kept at the bottom of the student's school bag.

**5.2.** Students should protect their phone numbers by only giving them to close friends and keeping a note of who they have given them to. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

## **6. Unacceptable Uses**

**6.1.** The Bluetooth function of a mobile phone must be switched off at all times and not be used to send images or files to other mobile phones.

**6.2.** Using mobile phones\*\* to bully and threaten other students is unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.

**6.3.** It is forbidden for students to "gang up" on another student and use their mobile phones\*\* to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones\*\* to photograph or film any student or member of staff without their consent. It is a criminal offence to use a mobile phone\*\* to menace, harass or offend another person – almost all calls, text messages and emails can be traced.

## **7. Theft or damage**

**7.1.** Students who bring a mobile phone\*\* to school should leave it locked away in their locker/bag when they arrive. To reduce the risk of theft during school hours, students who carry mobile phones\*\* are advised to keep them well concealed and not 'advertise' they have them.

**7.2.** Mobile phones\*\*, that are found in the school and whose owner cannot be located, should be handed to front office reception.

**7.3.** The school accepts no responsibility for replacing lost, stolen or damaged mobile phones\*\*.

**7.4.** The school accepts no responsibility for students who lose or have their mobile phones\*\* stolen while travelling to and from school.

**7.5.** It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones\*\* should not be shared.

## **8. Inappropriate conduct**

**8.1.** Mobile phones\*\* are banned from all examinations. Students are expected to hand phones\*\* to invigilators before entering the exam hall. Any student found in possession of a mobile phone during an examination, will have that paper disqualified. Such an incident may result in all other exam papers being disqualified.

**8.2.** Students with mobile phones\*\* must not engage in personal attacks, harass another person, or post private information about someone else using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students will face a sanction in line with our anti-bullying strategy. *[It should be noted that it is a criminal offence to use a mobile phone\*\* to menace, harass or offend another person. As such, the school may consider it appropriate to involve the police.]*

**8.3.** Students must ensure that files stored on their phones\*\* do not contain violent, degrading, racist or pornographic images. The transmission of such images is a criminal offence. Similarly, 'sexting' – which is the sending of personal sexual imagery – is also a criminal offence.

**\*\* includes other electronic devices and head/earphones.**

## Appendix A: Reasonable Adjustments

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and review as required under the Equality Act 2010.

Students protected under the Equality Act 2010 include those with a diagnosis such as Autistic Spectrum Condition, ADHD, and Cerebral Palsy. Disabled students may be placed at a substantial disadvantage in accessing education if reasonable steps are not taken. This often will involve just an extension of the flexibility and individual approach that we will always show to our pupils.

### Examples include:

1. A student with a diagnosis of ASC, a pervasive and lifelong disability that may impact on the understanding of social rules and behaviours - resulting in confusion and anxiety.  
**Reasonable Adjustment:** An Out of Class pass to enable the student to take a break from the lesson in our designated safe space – SEND Hub
2. A student with Cerebral Palsy who requires use of the school lift and is regularly late to lessons due to this.  
**Reasonable Adjustment:** Early Exit pass allowing student to move to next classroom before the corridors become busy and arrive at next lesson on time.

## Appendix B: Student Support

- 20 non-teaching professionals, on hand from 08.15 – 16.15, to support students, parents and teachers
- 'Open door' approach
- An anti-bullying protocol, which is reviewed annually to maintain effectiveness
- 'safe@allertongrange.com' email address to report concerns anonymously
- Emphasis on developing positive relationships within the local community
- Clear and proactive 'Policy for Positive Discipline' (PPD - Behaviour Policy)
- Enhanced behaviour protocol and PIPs for behaviour intervention
- High expectations of ALL
- High aspirations for ALL
- Consistent application of the PPD across the school to support pupils' learning and behaviour in the classroom
- Staff highly visible – meet and greet, duty teams for before, break, lunch and after school
- High Quality Rewards System (certificates, phone calls/postcards home, trips, hot chocolate Friday with the Headteacher, reward assemblies with prizes)
- Restorative approach/mediations used when appropriate
- Student Planner – form of communication, positive planner page and reinforcement of expectations
- Parental support and contact (early intervention)
- Learning mentors, Behaviour mentors
- Attendance, Welfare and Admissions Manager – home visits when attendance/punctuality concerns arise
- Student Ambassadors
- Senior Leadership Team linked to Year Groups 7 to 13
- ARM Cluster Referrals for External Agency Support to access student counselling, family support etc.
- Designated safeguarding lead plus 6 qualified child protection officers
- Educational Psychologist referrals
- SEND support staff and SEND hub for social time

## **Appendix C: Written Statement of Behaviour Principles, Autumn 2019 (next review due Autumn 2021)**

**Introduction:** This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The Governors at Allerton Grange School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Allerton Grange School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Headteacher has a duty to publish the statement on the school website.

The Headteacher will develop the Behaviour Policy with reference to the DfE guidance document Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, January 2016.

***The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.***

### **Principles:**

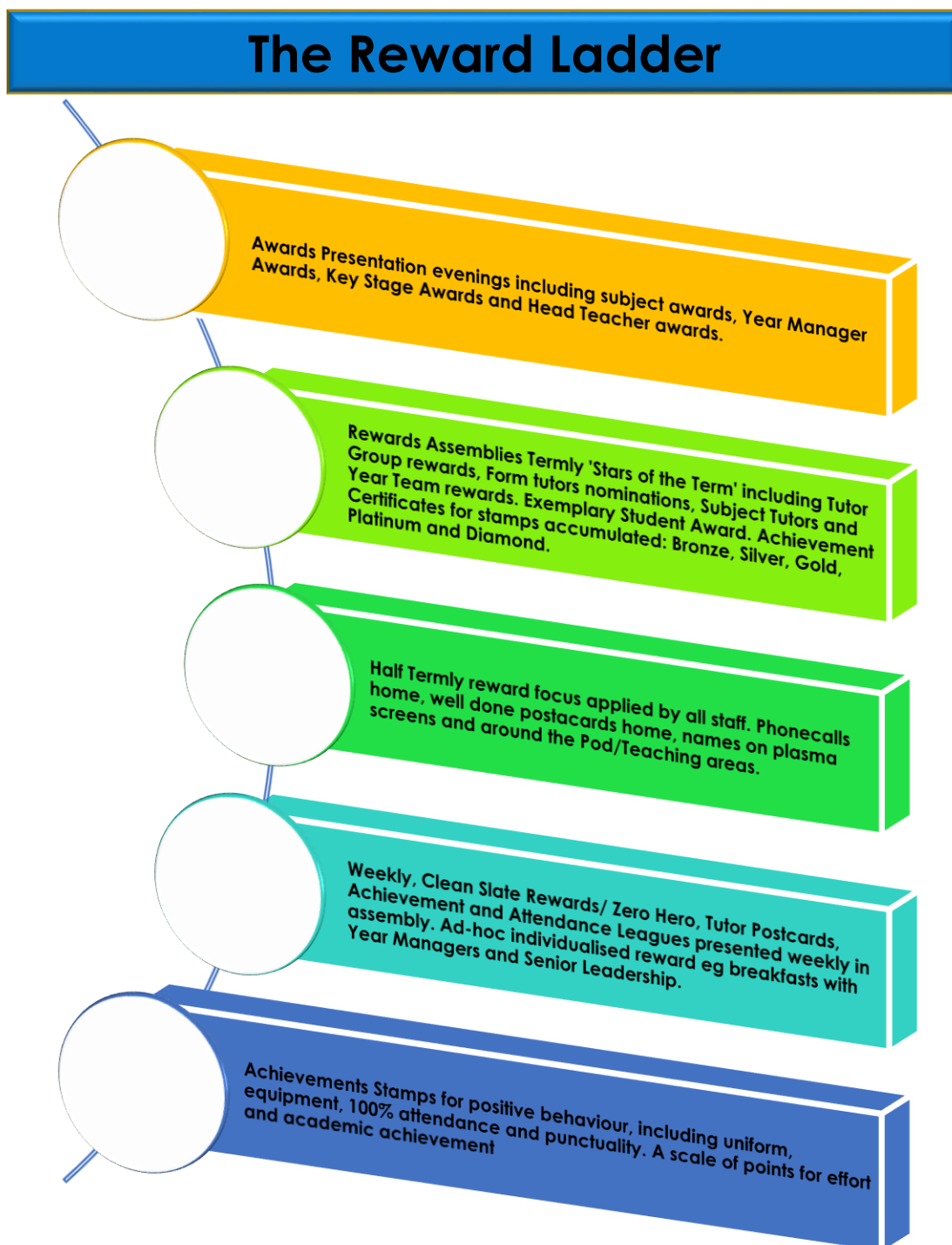
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Allerton Grange School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.
- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around

school.

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- We expect pupils and parents to cooperate to maintain an orderly climate for learning.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
  - Taking part in school organised or related activity
  - Travelling to or from school
  - Wearing school uniform or in some other way identifiable as a pupil.

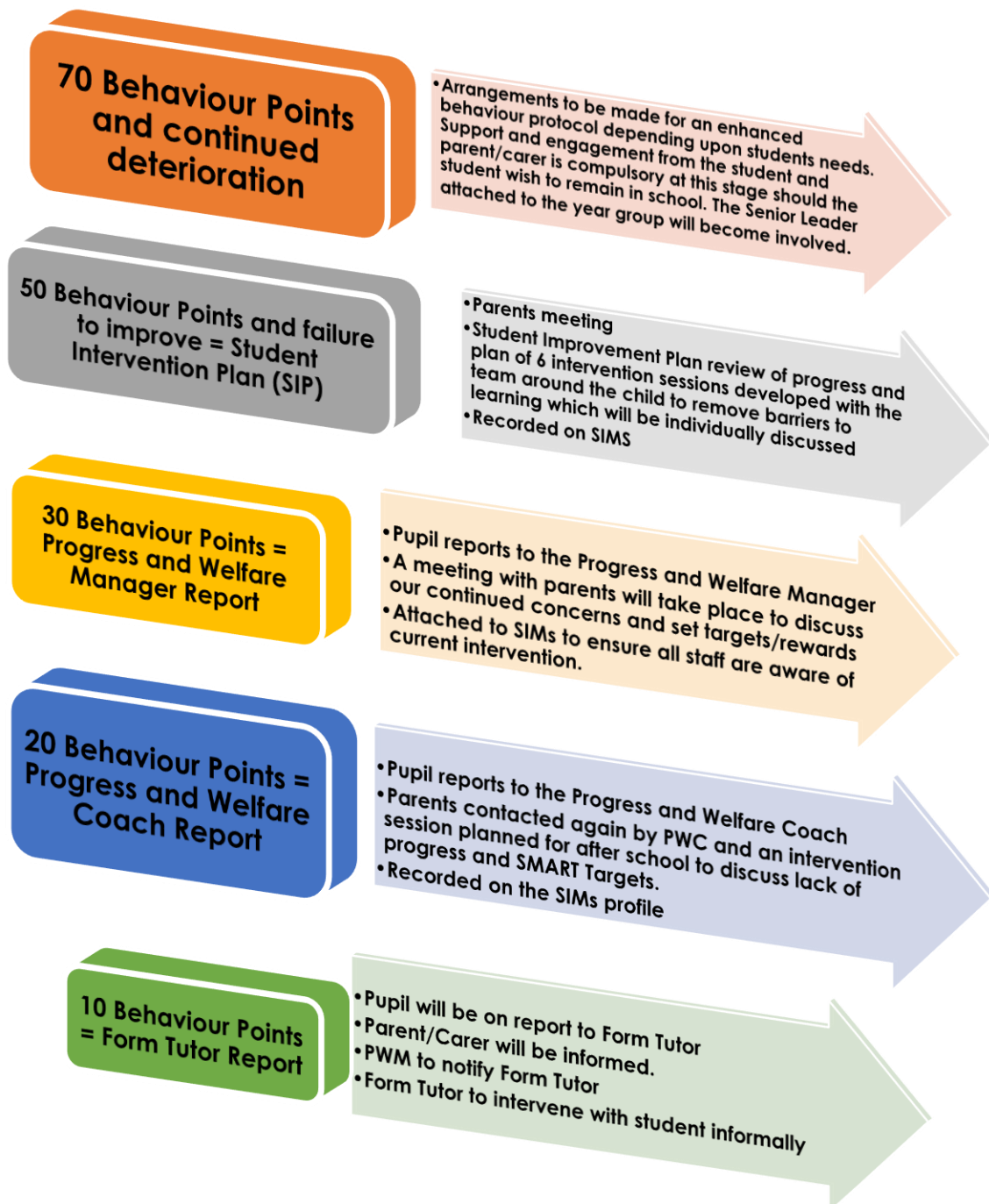


## Appendix D: The Reward Ladder



## Appendix E: The Intervention Ladder

# The Intervention Ladder



## Appendix F: The Consequence Ladder

# The Consequence Ladder

