



POLICY FOR POSITIVE DISCIPLINE: A FRAMEWORK FOR FLOURISHING

(Behaviour Policy)

Designated Lead: Kate Moore, Deputy Headteacher
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Policy statement

At Allerton Grange, we believe that students need a secure and safe environment to thrive. We strive to create this environment through our Character Counts model (Appendix A). This model underpins every interaction that students have at AGS.

A key component of our Character Counts model is our AGS virtues: respect, responsibility, courage, and ambition (Appendix B). To ensure that students develop these positive character traits we do our utmost to ensure that our school community is warm, inclusive and that we use every opportunity possible to recognise and celebrate our wonderful students.

One key component of our AGS Character Counts model is our Policy for Positive Discipline. The philosophy that underpins this is that consistency, routines and retrieval of expectations support young people to feel physiologically safe at school, which in turn will enable them to maximize their learning.

Staff Support – Roles and Responsibilities

Rationale: *We understand that as a school community we must work together to model and celebrate positive behaviours to support students' attendance and engagement at school.*

SLT

The Senior Leadership team review and Governor's review, reflect and ratify our Policy for Positive Discipline on an annual basis. This ensures that our Policy for Positive Discipline has a clear rationale, is clear, consistent, and is supported by the most recent and impactful evidence-based research. It also allows us to consider student, staff, and parental/carer voice, when reflecting on the best methods to support our students to become responsible and active citizens.

Learning Walks

To support students and staff the AGS SLT conduct Learning Walks each lesson, to ensure that students are following the Policy for Positive Discipline and to acknowledge and praise students who are working hard and demonstrating positive behaviour choices. Students who have been highlighted as engaging and making positive choices are rewarded with a congratulatory postcard.

All staff

Staff at AGS understand that our principal role is to keep students safe. Colleagues therefore follow our safeguarding protocols to ensure that we have a strong safeguarding culture.

Staff expectations to support positive student behaviour

All staff will:

Be role models to students. This involves dressing professionally and appropriately and modelling the AGS virtues to students.

Form tutors will support students by:

- Meeting their tutees at 8.30 a.m. on their form tutor door.
- Creating and enforcing effective seating plans for their form.
- Reviewing and adapting seating plans each half term.
- Checking uniform upon entry and exit to the form room. Recording a behaviour point on Class Charts for incorrect uniform and sending the student to the Uniform Exchange (in the IT pod, ground floor) to ensure that they have the correct uniform by 9.00 a.m.
- Using Class Charts to record the Achievement points and behaviour points of their tutees.
- Giving out weekly messages to their tutees so that students are able to engage fully in our active

school life.

- Delivering the form time curriculum each day to support students thrive in school and so that students develop the character traits to be positive and active citizens.
- Checking students' equipment in form time – This will be carried out on a weekly basis to ensure that students are organised for learning and that disruption free learning takes place.
- Issuing a behavior point, each day, when students are not in possession of the full range of equipment or if students do not have an appropriate school bag, which can accommodate A4 books.
- Sending positive shout outs to the Year Team Leader to recognise the success stories of each student.

Classroom Teachers will support students by:

- Meeting and greeting students at the door.
- Checking uniform as students enter and recording behaviour points on Class Charts if the uniform is not worn according to the Policy for Positive Discipline.
- Planning lessons for positive behaviour based on strong subject knowledge, and adaptive teaching methods to create an inclusive learning environment.
- Creating effective seating plans based on meeting student passports and based on maximising learning.
- Celebrating the success of students as often as possible and aiming for the 5: 1 ratio of achievement points to behaviour points.
- Offering praise in every lesson, referring specifically to how students are meeting our AGS virtues and classroom expectations.
- Recording all rewards/sanctions on the electronic behaviour tracking system – Class Charts, to support our communication with parents, to support the tracking of the data and creating meaningful interventions by the Key Stage Directors.
- Following the SEND student passports on Class Charts.
- Knowing the students in front of them. Student profiles, including their academic level, are accessible on SIMS, Sisra and Class Charts.
- Recording safeguarding using CPOMs and will follow our safeguarding policy.
- Using the faculty referral system if a student's behavioral choice results in this consequence.
- Sending the student, with appropriate class work, to the classroom outlined in the faculty referral rota, which is on hand in each classroom.

STAR Expectations

The four expectations for positive classroom behaviour summarised STAR and are a mainstay in every classroom and assembly. The STAR expectations support effective learning environments, enabling all students to fulfil their potential in all subjects.

1. **Sit** up and listen
2. **Track** the speaker
3. **Ask** and answer questions like a scholar
4. **Respect** everyone.

Explicitly teach the importance of academic integrity

We teach students the importance and value of producing and handing in work that is their own. To support students, make positive choices about the work they submit teachers and pastoral teams support students in the following ways:

- Educate students through whole year assemblies and within curriculum subject areas.
- The academic integrity policy is linked to the AGS virtue of responsibility and courage: students must have the courage to produce their own work as well as not allowing other students to copy from their work.
- The consequences of plagiarism and collusion are transparent and clear to students.
- Support on how to avoid plagiarism.
- JCQ guidance is linked to all KS4 and KS5 students, so that they are aware of the accountability by external bodies that regulate examinations.
- In KS4 and KS5 students are given guided practice on referencing to allow them to produce work which is their own.

Morning, break, lunch and after-school staff duties

Staff will contribute to a positive and safe school environment, and will support students by:

- Creating a culture of safeguarding by attending break and lunchtime duties and being on time.
- Using the break times as an opportunity to interact with students to build positive relationships.
- Looking for positive behaviour – catch the students doing the right thing and comment, award achievement points on Class Charts where appropriate.
- Issuing Corridor Conduct behaviour points for students who are not following the Policy for Positive Discipline during transitions and break/lunch times.

Consistent Classroom Routines and Transitions

To maintain high standards and support a calm, orderly learning environment during lesson changeover, all staff are expected to:

- All staff meet and greet at the classroom door and do the same when students leave the classroom.
- All classroom teachers uphold our expectation that students enter the classroom in silence.
- Conduct a full uniform check as students enter and exit the classroom.
- 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 – stand behind desks and wait to be dismissed
- Students should be encouraged to get to their next lesson as soon as they are dismissed.
- Standing by the door when students exit the room, checking on uniforms and insisting that students leave silently.

Break and Lunch Time

AGS staff will support students by:

- Upholding our rule that food and drink is consumed in the Cyber Café or Dining Hall only. No food is to be taken between spaces, or eaten, outside.
- Uphold our positive expectations that students sit appropriately in the Cyber Café or Dining Hall.
- Maximising the positive environment of our school by ensuring that food is never eaten in corridors or any carpeted areas, including the corridor connecting both dining areas.
- Ensuring that AGS students respect their peers by placing rubbish in the bins provided to keep the school a clean and tidy environment
- Ensuring that students keep to the designated outside area, to support our safeguarding culture. Students go outside once they have finished eating unless the year team deems the weather inappropriate to go outside.

Verbalising positive behaviour around school

Staff will amend or correct the behaviour of students whenever possible. The following guidance provides a script for staff to challenge and correct any behaviour issues whilst they are on duties during transition or break/lunch times.

Behaviour as a way of communicating

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. Although the consequences of their actions according to the Positive Policy of Discipline still apply, we will consider whether a student's misbehaviour may be linked to their suffering relating to

safeguarding concerns. Where this may be the case, we will follow our child protection and safeguarding policy.

Parents/Carers - Roles and Responsibilities

Rationale: *By choosing to send your child to AGS, you are committed to upholding and supporting our Character Counts model. For your child to develop positive behavior traits and to excel academically, the home school agreement is fundamental.*

Building an alliance of support

The signature of the Headteacher, the student and parent/carer, represents a promise to uphold and support this Policy for Positive Discipline so that we can maximise the positive environment of school for colleagues and students and to ensure that all students are happy and thrive.

Class Charts Parent and Student App

All parents and students have been assigned a Class Charts account and are expected to access this regularly. This account gives parents immediate access to data specific to their child, including their timetable, attendance, behaviour and achievement points and homework deadlines. The Supporting Success Evenings offers support on how to access and use Class Charts and The half termly Parental Lab will incorporate a training session on Class Charts, which will support parents to engage in this app.

Class Charts is also used as an active communication tool between home and school to notify parents and students of detentions and publish announcements relevant to each specific student. Parents can also use their account to notify the school of student absence, as an alternative to leaving a voice message on the absence phone line.

Boundaries and expectations at home

It is important that parents/carers set out the appropriate boundaries for students to interact positively with peers online and to intervene to prevent issues regarding mobile phones arising outside of school. Please read our mobile phone policy (Appendix F and G) for more details.

Students' Responsibilities

AGS students will support the Policy for Positive Discipline by:

Contributing to a climate for learning in every classroom

Rationale: *to maximise the amount of teaching and learning that happens in a classroom, it is important to create a climate where there is a smooth start to each lesson, and minimum disruptions. This climate is in part established by having clear expectations.*

Students will:

- Arrive at lessons on time, in correct uniform, fully equipped and ready to learn.
- Line up outside a classroom for the time that the lesson starts.
- Enter the classroom in silence and remain silent as the students, sit down at the designated seat, and unpack the equipment for the lesson.
- Follow the STAR expectations (see below for a more detailed explanation).
- Always work hard in class.
- Do their homework to the best of their ability and hand it in on time.
- Pack away and stand behind their desk in silence at the end of the lesson.
- Ensure that they reset the classroom and leave it neat and tidy. They will also ensure that they check their uniform, so that they look smart before exiting the room.

- Correct their uniform as they leave the classroom and respond politely to the teacher if they are asked to correct their uniform.

Out of lessons

Rationale: *Our aim is to ensure that we have high expectations for all students and therefore want to minimise students missing learning through being out of lessons and the impact on other students learning through interruptions.*

Students must not be allowed out of a lesson without a valid pass. Any student without a valid out of lesson pass should be returned to lesson. Any student using an invalid out of lesson pass will be given a stage 1 detention. Medical passes need to be validated by medical evidence and the duration of the pass must be dated. Passes are reviewed by the pastoral teams on a half-termly basis. Students misusing the pass will be sanctioned according to the severity of their actions, which may range from a behaviour point to a suspension. Students who misuse any toilet pass will have the pass removed.

If a student needs rest breaks to support their SEND needs this will be recorded on the students' passport and the class teacher will prompt the student to take their five minute break. For further information on this please refer to Appendix C of the PPD.

Transitioning around school

Rationale: *We are a large school community, and it is important that we keep everyone safe during lesson transitions. It is important that everyone in the community walks calmly and with purpose. This also ensures that we maximise learning because students quickly get into lessons.*

We expect students to:

- Follow instructions from staff, **first time, every time**.
- Move to lessons as soon as the end of break/lunch time whistle sounds.
- Move to lessons/breaktime in their full uniform.
- Walk with pace and purpose to each lesson following the one-way system.
- Walk individually avoiding any physical contact.
- Be polite and respectful to staff and each other during all interactions as you walk around school.
- Pause in the corridor if a member of staff instructs a student to adjust their uniform, or any other reasonable request. Face the member of staff, give them eye contact, and will listen to the teacher and carry out the expectation.
- Walk, not run in the corridor
- Always wear full uniform and remove their coat upon entering the building.
- Remove all outdoor clothing in the school building: this includes hats and coats and this applies on non-uniform days.

Break and lunch time conduct

Rationale: *Students are expected to think about the idea of 'passing it on'. Due to their actions at break/lunch time, what situation/environment have they left, which other members of our community will have to encounter?*

At AGS, students are expected to:

- Only eat and drink in the designated areas – Cyber Café and the Dining Hall.
- Sit at a table to eat, facing one another and talk at a reasonable and appropriate level.
- Sit one student per chair.
- Clear and tidy the table that they have been using and check if the space around is reset for the next

students using the space.

- Put any litter on the table or the area they are sitting in the vicinity of.
- Reset the table they have been sitting at, so the table is neat and clean for the next student.
- Walk between areas of school with no food or drink.
- Refrain from taking any food or drink into the toilets.
- Respect the school building by placing all litter in the bin.

Use of the toilets

Rationale: *To ensure that students can access the toilets quickly and efficiently at break and lunchtimes, and to ensure that high standards of hygiene are maintained.*

At AGS, students are expected to:

- Queue in a neat line (one by one) outside the toilet, being mindful not to restrict the flow of people down the corridor.
- Wait for a teacher to give them permission to enter the toilet.
- Enter a cubicle one at a time. There will be a minimum of a day in the Reflections Room if students enter toilets together as this is a safeguarding concern.
- Use the toilet for its sole purpose. The toilet should not be used as a broader social space.
- Wash hands after use and leave the space as they found it.

End of school day

Rationale: *we are a large school community, and it is important that we support a safe and calm dismissal at the end of the school day to ensure all students leave the building in a safe and **orderly** manner.*

Student expectations at the end of the school day

To support a safe, calm, and respectful end to the school day, all students are expected to:

- Exit the building calmly and quietly following the one-way system.
- Not congregate outside student exits; siblings and friends must be met outside the school site.
- Leave all electronic devices in their bag until they are out of the school site (This includes outside areas of the school site). Mobile phones and air pods are only allowed out when a student has left the building.
- Have left the school site by 3.10 p.m. (with the exception of students staying for a teacher lead club) or if they are at detention.
- Remain with the appropriate teacher/safe adult if the student is attending an after-school club.

Uniform

Rationale: *A professional and consistently upheld uniform supports equality, promotes a sense of belonging, and contributes to a broader safeguarding culture at Allerton Grange School. Our uniform supports our practical and professional ethos.*

1. Equality and Inclusion

Our uniform ensures that all students are treated equally, regardless of their background or socio-economic status. It removes the pressure of wearing branded or fashionable clothing and helps to reduce the potential for peer pressure or bullying related to appearance.

2. Fostering a Sense of Belonging

Wearing the Allerton Grange uniform helps students to feel a sense of pride and connection to the school community. It reflects our shared values and commitment to learning, while reinforcing the idea that every student is an important and valued member of our school.

3. Supporting High Standards and Professionalism

Uniform promotes a positive attitude to learning by setting a tone of seriousness and readiness. It encourages students to take pride in their appearance and to develop habits of discipline and professionalism that will serve them well beyond school life.

4. Enhancing Safety and Security

A clear and consistent uniform makes it easier to identify Allerton Grange students both on-site and during school-related activities in the wider community. This contributes to a safer school environment and enables staff to ensure that everyone on site is part of our community.

5. Practical and simple

Uniform simplifies the morning routine for students and parents by removing decisions about what to wear each day. It is practical, affordable, and suitable for learning, ensuring that students can focus on their education without distraction.

6. Prevents students from feeling pressure to present themselves in a sexualised way

By establishing a consistent and practical school uniform that all students are expected to wear, it minimises the risk of students feeling pressurised through cultural expectations - often influenced by social media and peer dynamics – that promote sexualised or inappropriate dress. These pressures can negatively impact a young person's wellbeing and, in some cases, may raise safeguarding concerns.

AGS Uniform - *continued*

The specific clothing expectations are outlined below, with relevant pictures.

- Students may choose to wear grey skirt or trousers, an AGS tie (relevant to their year group) and the AGS branded blazer. The AGS grey neck jumper is an optional item but it is not compulsory.
- Y11 students may choose to wear the AGS grey V-neck jumper rather than the blazer.
- Tube, tight skirts (sometimes called bandage skirts) are not allowed. The skirt material should not be stretched but tailored.
- The length of the skirt should be no more than one width of the hand from the kneecap to the bottom of the skirt. This includes the vent of the skirt.
- Sagging (trousers worn below the waistline) is not permitted.
- Wearing trousers/shorts/joggers underneath school trousers is not permitted.
- No jewelry other than plain, single, discreet studs as earrings, one bangle/bracelet per hand and one plain ring per hand.
- If a student is found wearing jewelry that is not part of the PPD, the jewelry will be confiscated, handed to the finance office for safekeeping and the student will be allowed to collect this at 3.00 p.m. Students wearing prohibited items in school do so at their own risk. The school is not liable for any missing items.
- No false nails. Nails should be plain and of a practical length for sport and other practical subjects.
- One clear nose stud is permitted. No other types of facial piercings are allowed.
- Extreme hairstyles (as decided by the school are not acceptable, e.g. hair coloring (natural hair tones only). Tram lines, in hair is also not allowed. Navy blue, plain hair accessories are the preferred style.
- Minimal, natural make-up is permitted in years 7-11 (as decided by the school). Fake eye lashes are not permitted.
- Long or short sleeved shirts must be tucked in and always worn with a tie.
- In the second half of the summer term, blazers and jumpers are optional for students.
- If the weather is abnormally hot in the summer term, the Headteacher has the discretion to allow students to wear the AGS PE kit. This will be announced in the weekly newsletter to parents/carers and students.
- If a student arrives at school without the appropriate uniform students will be given school owned AGS uniform on loan and will be given a uniform behaviour point. If students are seen walking around school during transition wearing the incorrect uniform (this includes prohibited jewellery or shirts not tucked in), they will be given a corridor conduct. This will result in a social time detention.

Diagram of the AGS Uniform annotated with expectations

Allerton Grange School uniform

No jewellery other than plain, single, discreet studs, one bangle/band per hand and one plain ring per hand. One clear nose stud permitted.

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

Minimal make-up permitted in years 7 - 11 (as decided by the school)

In the second half of the summer term, blazers and jumpers are optional. Long or short sleeved shirts must be tucked in and always worn with a tie.

AGS school tie

Blue for KS3 (Years 7, 8, 9)
Red for KS4 (Years 10,11)

Navy Blue **blazer**
with school badge

Faith hats/ hijab/ turban/ kippah:
navy blue, plain in style

White shirt

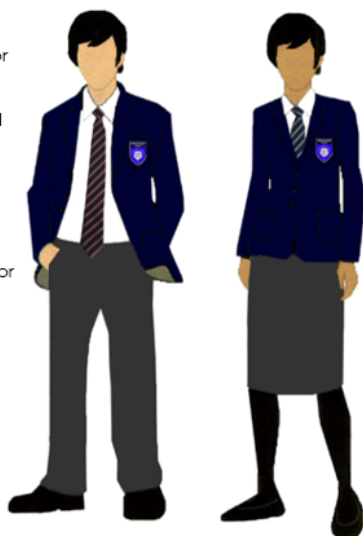
(longsleeved or short sleeved)
Shirts must be tucked in at all times

Trousers:

Mid-grey (straight, full length, classic style) for boys or girls

Skirts:

Mid-grey (straight, knee length, classic style with or without vent, pleated or non-pleated)
NO stretchy tube skirts



Shoes:

Plain black with flat or low heels.
No trainers permitted

Socks:

Mid-grey or black ankle socks
No logos or designs

Tights:

Plain black or neutral

Coats should not be worn inside the school building

Students must follow ALL uniform rules at all times!

Shoes

Plain black with flat or low heels. No trainers



PE Kit

- AGS branded polo shirt
- AGS branded microfibre long sleeved top.
- Non-branded navy blue shorts or skirt.
- Any short higher than mid-thigh length is not appropriate: tight hot pant styles are not allowed. White non-branded socks in the summer.
- Navy blue football style shorts must be worn with shorts in the winter.
Non branded navy-blue sports jogging bottoms are allowed in the winter months (not pictured)
Trainers (non-marking and clean for indoor activities)
Football boots (compulsory for boys and girls)

On the days where a student has PE on their timetable OR is attending an after school sports club/event, students can arrive in their full AGS PE kit and wear it for the whole day. Students must otherwise wear their normal PE kit.

PE Kit: AGS branded polo shirt
AGS branded microfibre long sleeved top
Navy shorts (plain, loose sports style shorts, standard 7inch inside leg, no logos, no cycling shorts or tight styles) **OR** navy sports skirt (plain, no logos)
Navy 'football style' socks - winter (plain, no logos)
Trainers (non-marking and clean for indoor activities)
Football boots (compulsory for boys and girls)

Optional PE kit items:
Plain white sports socks - summer (plain, no logos)
Navy jogging bottoms - winter (plain, loose style, no logos, no leggings)



Essential Equipment



Essential equipment for all lessons	Desirable items
Black and green pens (+ spare)	Coloured pencils
Pencil and rubber	Coloured pen
White Board Marker	
School Planner	Highlighter pen
Sharpener	
Calculator	
Scientific calculator, compasses and protractor for all Maths lessons	
Glue stick	
A4 size school bag	
Ingredients for Food Technology as/when required	
Tissues -If a student needs tissues, it is their responsibility to bring them to school.	

Organisation for learning

Student Planner

Every student will be issued with a planner at the start of the new school year. It will form an essential part of students' equipment and should be on the desk at the start of every form of time and the beginning of every lesson. The planner contains a mini-white board, which students will be asked to use as part of checking all-student responses. Failure to bring the Planner to school will result in an instant behavior point. 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.

To support students to develop responsibility for their learning, students will be guided on how to use their planner to organize and prioritise their work. It is important that you support your child by using the planner as a tool to help support their organisation learning, to meet homework deadlines and plan effective revision.

Homework

All homework is set using Class Charts. This is an electronic diary, which can be accessed cross-platform, by both students and parents, either through a free phone app or online. Log-in details can be obtained by contacting your form tutor, head of year, or the main school office.

At AGS, we believe that rigorous homework can improve the knowledge and understanding of all students. In order to prepare students for strong revision habits, all homework fits into one of the four categories that makes up our FACE it model.

We set homework that fits into one of the following three categories:

1. **Facts.** Knowledge organisers, flashcards, booklets and online resources used to support self-quizzing. Key substantive knowledge and subject-specific vocabulary need to be learnt and memorised by students. We encourage students to use the read, cover, write, check approach when self-quizzing to ensure the revision they are completing is effortful.
2. **Application and practice.** This can be tackling questions where the knowledge is tested in context-beyond straightforward recall. Additional reading practice and access to challenging texts is essential and will be supported and checked via formative assessment.
3. **Connect ideas:** Questions or tasks which require students to draw on knowledge from more than one topic area or to apply knowledge to previously unseen ideas.
4. **Exam conditions** Testing in exam conditions, practice of past papers or exam style questions. This gives students the opportunity to rehearse the process of responding under time pressure.

From Year 10 onwards, students will also need to prepare for Pre-Public Examinations, which includes using various online revision platforms.

Expectations within the community

Rationale: *students should behave well in the local community because this is the right thing to do. The Character Counts Model highlights the importance of being a decent and active citizen who has a clear understanding of civic duty. Allerton Grange students are also expected to represent the school in a positive light and to ensure that each of their actions align with the AGS virtues.*

- Be respectful to members of the local community, to people who work in the transport sector and any other individuals that you encounter on your way into school
- Be responsible – show maturity and that you understand civic pride. Take your rubbish home, ensure that you are mindful of special awareness on pavements and crossings.
- Do not swear or use any derogatory language
- Do not take part, watch or film any form of anti-social behaviour (behavior likely to cause alarm, harassment, harm or distress to people or property).
- If students see any teacher or member of AGS staff outside of school, students are expected to treat them with respect, just as they would in school.
- Students must respect our safeguarding culture by never bringing anyone onto the school site without the school's knowledge or permission.

Student conduct on trips

Rationale: *To keep all students safe, students must demonstrate the expectations of them outlined by our outside of school code of conduct (Appendix K). It is also important that students exhibit positive character traits as they are ambassadors for our school.*

All day and residential trips will have elements of remote supervision. For instance, on residential trips students will have periods of time in which they are in their rooms getting ready for the day etc. and it would not be appropriate for staff to be present. Students must behave with the same positive choices as they are expected to make at school.

Students must adhere to the acceptable use of phones policy on the school trip. Each trip will outline the boundaries and limitations of phone usage on trips; other than for medical reasons, all students must lock away their phone in a lockable pouch over night. Teachers/support staff will unlock the pouches in the morning.

If a student chooses to misbehave on any trip beyond the school grounds, the AGS staff have the authority to sanction the student appropriately according to the PPD. Unless a child's well-being is harmed in any way, parents will not be contacted about a student's poor behaviour or the consequences on the trip. This will be dealt with when the students and staff return to school.

Any consequence will be in line with our PPD, proportionate and fair. The likeness of harm and impact on the school's community and reputation and the potential consequences is always a guiding principle when making decisions.

When students join AGS they will be expected to sign the student trip code of conduct. This acknowledges that the Policy for Positive Discipline applies (Appendix K).

Rewards and Recognition as part of the Policy for Positive Discipline

Rationale: *We understand that students thrive when they are in a positive environment. Whilst we set high expectations for students, we also strive to create a happy climate that recognises hard work. 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.*

The AGS matriculation:

Year 7 matriculation: this is the formal process of entering our school community for all Year 7 students on their first day of their first academic year. Head students from our sixth form and KS4, and our AGS staff body lead a celebratory communal gathering, welcoming students into our school community. We emphasize that students are the custodians of our AGS community and that they are part of the broader AGS family.

Year 10 matriculation: this is the formal process of entering the AGS Senior School on their first day of the new academic year. Head students from our sixth form and from Year 11, together with our staff body lead a celebratory communal gathering, welcoming students into the Senior School. It is an opportunity to highlight our achievements as a year group and look towards excelling in the two crucial years of **students'** AGS GCSE journey.

In class: Students will earn achievement points for consistently following the school rules and demonstrating AGS virtues. Additional achievement points can be given for specific instances of good work, good citizenship and extra effort.

Out of class: Achievement points will be awarded in recognition of specific instances that contribute positively to our school community. Ad-hoc achievement points will be given by Senior Leadership when they witness specific examples of positive behavior.

Achievement points are cumulative.

Postcards

Managed by Curriculum Teams and Year Teams, these will be awarded half termly to the hardest working/most improved student in each curriculum and year group. Students can hand these into their form tutor in response will put a postcard achievement point on Class Charts.

Virtue stamps

At break and lunch times members of the pastoral team on duty will stamp a student's planner if the student is being seen to demonstrate a positive behaviour choice, which meets one of the four AGS virtues: respect, responsibility, courage and ambition. Students can show these stamps to their form tutor in registration, who will then record this on Class Charts as an achievement point.

Assemblies:

Assemblies are mapped out across KS3-KS5 as part of our broader personal development programme, where students encounter inspirational stories of people, places and events, which highlight the importance and purpose of the Character Counts model, AGS virtues, British values and that we are all custodians of our vibrant and diverse school community. They are also fantastic opportunities to celebrate the achievements of our students. We have several different awards and certificates, which are presented at assemblies.

Zero Heroes: students who have 100% attendance and have achieved no behavior points in three consecutive weeks.

The Allertonian Spirit Award: students who have consistently demonstrated AGS virtues over half term.

The Character Counts Award: A student who has shown significant effort in improving their behavioural choices.

The Ethic of Excellence Headteacher's Award: is presented to students to recognise their excellence in any area of school: behaviour, attendance, attitudes.

Allertonian Ambition Award: to recognise students who have set a goal and have striven to achieve this. The award could be for academic ambition or ambition in an extra-curricular capacity.

Termly Rewards Assemblies

This is a special assembly for each year group at the end of each term. Certificates and awards represent all aspects of school life, not just academic success. 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 attendance, behaviour and academic progress. Rewards will be a regular item on Student Council Agenda.

Whole year group celebratory events

All students are invited to a rewards fun event before the Christmas holiday. These are inclusive of all students who have demonstrated the AGS virtues and who have supported the Policy for Positive Discipline. For students who have achieved an outstanding number of achievement points, they experience an additional VIP experience, to acknowledge their hard work.

Personal Development to support our Policy for Positive Discipline

Rationale: *We support students to understand what it means to be an Allertonian, based on the Character Counts Model, and giving back to their community. This also supports students having a transparent understanding of our Policy for Positive Discipline.*

Our Character Counts model offers a range of personal development opportunities, which supports students to develop positive character traits.

We explicitly teach and model expected virtues and behaviours through our Character Counts behaviour curriculum in pastoral times. This models what is expected of positive character traits. We also teach British Fundamental Values through our PHSE programme, which is a legal responsibility of all UK schools to teach. (Appendix B).

Head Students

Year 12 and Year 10 students can annually apply for the opportunity to be on the respective Sixth Form and Senior School leadership team. This will involve supporting the school on events such as the September Year 7 first day and Open Evenings. The application criteria are not just the most academic students, but also students who demonstrate the Allertonian spirit and uphold our Character Counts Model.

Lead Learners: Students in Y8-Y11 are invited to apply for a **Lead Learner** position, linked to a curriculum area, which is a prestigious, year-long role. The application process is formal and competitive. Students must submit an application form and will be shortlisted based on the following key criteria, which reflect the core attributes of a Lead Learner.

- Attendance: High Levels of attendance that reflect reliability and commitment.
- Attitude to Learning (Classwork): Demonstrating consistent effort, engagement, and a growth mindset in lessons.

- Attitude to Learning (Homework): Completion of homework to a high standard and on time, showing independence and responsibility.
- Attainment
- For Key Stage 3: Curriculum Attainment Indicator
- For Key Stage 4: Predicted Grades across subjects.
- Virtues Level: Demonstrating a high level of the AGS Virtues, as outlined in our Character Counts Model.

Lead Learners play a vital role in promoting their subject and enriching the wider school experience.

School Council

The School Council is an 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 the 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 meets regularly during tutor time, and other times, as identified by an appointment card. They take an active role in the interview recruitment process for teaching staff within the school.

Anti-bullying Ambassadors

The Ambassador Scheme is a student-led initiative to convey the message that we have zero tolerance on bullying across our school. This team (identified by their badges) meets 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 opportunities for a diverse range of young people to bring new ideas.

Extracurricular Activities

Students across all year groups are actively encouraged to join in the varied range of After-School Clubs on offer. Just a few examples are Spectrum (LGBTQ+), Chess, Music, Drama, Crafty Mindfulness 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 also across our local community. Our students assist with road safety initiatives and provide support with activities at our feeder Primary Schools, such as our reading intervention programme.

Enrichment Trips

Throughout the year, students will take part in events/trips to widen their knowledge beyond the classroom

Enrichment Curriculum

During KS3 all students engage in a fortnightly enrichment activity of their choice to develop their soft skills and enhance their personal development. Each term students select an activity from one of the following strands: creativity, commitment and community. This helps students try new activities, develop new hobbies, and form relationships with others outside their friendship groups. Students are then recognised for their skill development in rewards assemblies.

Recognition

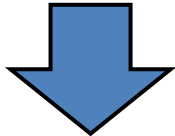
Achievement Points

Achievement points for positive behaviour, including uniform, 100% attendance and punctuality. A scale of accumulated points for effort and academic achievement. Phone calls and postcards home.



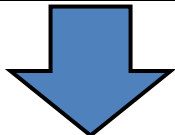
Weekly Awards

Celebrations in assemblies and recognition of students through the weekly awards for academic, extracurricular and positive behaviour choices.



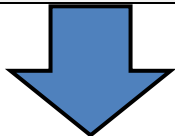
Half termly Assemblies

Recognition of success and achievement through the Ethic for Excellence Award given exclusively by the Headteacher in each year group per week.



Termly Rewards Assemblies

There is a termly celebratory awards assembly which recognizes students' behavior and positive choices.



Annual Awards Evening

Annual Awards Presentation Evening includes curriculum awards, special recognition awards and Key Stage/Year Team awards.

Consequences for breaking school rules and code of conduct

Rationale: *Part of our Positive Policy for Discipline is ensuring that students accept responsibility for their actions and reflect on how they can continue to grow as people. When establishing a consequence for students' behaviour, the key question always is whether conduct has caused or risks harm to learning and the learning environment or others in our community*

As a consequence of breaking a school rule, a negative behaviour point will be logged on Class Charts. For example, poor punctuality (to school and/or lesson), lack of equipment, disruption in lessons, incorrect uniform, unruly corridor conduct etc.

In Class

Negative behavioural choices:

- Unacceptable behaviour will result in a verbal warning from the teacher.
- If behavior does not improve, a final warning will be given and a behaviour point will be logged on Class Charts.
- Continued unacceptable behaviour will result in a further behaviour point and the student will be removed from the classroom to within the faculty for the remainder of the lesson. Work will be provided.
- Failure to comply with the faculty referral, or further disruption, will result in the student being escorted to the Isolation Room by our 'on call' team, where they will remain for the remainder of the school day.

Summary of the AGS stages of classroom discipline:

Teacher	Consequence
1. Verbal warning given and the reason	The student has the opportunity to adjust their behaviour and make positive decisions, which will support themselves and the students to learn.
2. Highlights that the student has continued to be off task/disruptive etc and issues the student with a behaviour point.	The behaviour point is recorded on class charts.
3. Continued poor behaviour – the teacher provides the student with work and the student is instructed to enter another classroom following the faculty referral policy.	The student is removed from the lesson and goes to another lesson. The faculty is recorded on Class Charts.

Analysis of Class Charts data to ensure fairness

Data is reviewed by pastoral leaders to identify patterns, monitor consistency and ensure appropriate interventions are in place.

Further scrutiny takes place through Curriculum Leader (CL) meetings and Senior Leadership Team (SLT) Link Meetings to provide additional oversight and quality assurance. These reviews help to ensure that the school's behaviour systems are applied equitably and that sanctions remain fair, proportionate and aligned with school policy.

Querying behaviour points/sanctions

The school will not engage in ongoing debate regarding individual behaviour points. However, concerns that procedures have not been followed correctly, or that relevant information has not been considered, will be reviewed through the complaints procedure.

For further information, please refer to the School Complaints Policy.

Academic integrity

Students are taught the importance of submitting their own authentic work, which they know is due to their own hard-work and ability. If students do not follow our policy of academic integrity there are specific behavior consequences.

Plagiarism (cheating)

We define plagiarism as cheating and any student from KS3-KS5 can be found to have been responsible for plagiarism if they do the following:

- Using ideas/words/work of an author or academic in a piece of work and not referencing them.
- Copying other students work
- Cheating by using AI to create their work.
- Running their work through AI software to correct mistakes.
- Deliberately trying to find the questions/answers to any assessment beforehand.
- Copying/cheating in any test both within the class or during an assessment.

Sanctions

Plagiarism/Cheating/Collusion incident	Consequence
4. First time offence of plagiarism or collusion in classwork/homework/in class assessment.	Teacher records plagiarism/collusion on Class Charts. SLT detention.
5. Repeat offence of plagiarism or collusion: classwork/homework/in class assessment	Meeting with parents and Key Stage Director. One day in isolation.
6. Cheating in external examinations: NEA or standardised examinations.	Case referred to the exams board, by the exams officer. After investigation, the examination board makes a decision about the validity of the student's exam and their credibility to pass. Meeting with the Headteacher to discuss the outcome and decide on an appropriate school sanction.

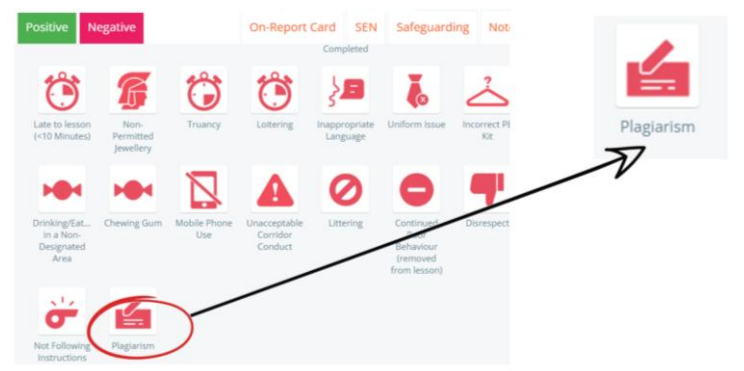
Collusion

We define collusion as a student who allows another student to copy their work. It is important that students take responsibility for their own work and that they strive to prevent another student copying their ideas and work.

There is a clear system of consequences, which escalates according to the severity or instances of plagiarism and collusion.

Recording instances of plagiarism/cheating/collusion

Plagiarism icon on Class Charts, which is set on 'Add Note', which is compulsory. This is to ensure that the context of plagiarism is recorded.



Consequences for students not completing homework

When students do not submit home learning by the deadline, students will be sanctioned with a behaviour point on Class Charts. This behaviour point runs separately to our current stage 1/2/3 system. If a student misses ten home learning pieces within a four-week period across any subject, this will result in an automated e-mail/letter to parents/carers, advising them that they have reached this threshold.

Reaching this threshold will result in students being booked in to four weeks of compulsory after-school supported study (once per week). These sessions will be used to support them in catching up and completing the missed work, whilst also creating better habits with homework completion.

Supported study sessions run in I1 and I2 on Thursdays, between 15.00-16.00:

- Year 7/8/9 (KS3) – Thursday (I1)
- Year 10/11 (KS4) – Thursday (I2)

Should students fail to attend these sessions and accept the support being offered, then this will escalate to after school detentions within our behaviour system, with a Stage 2 detention for each missed study support session.

Bullying

Bullying is a massive breach of our Character Counts Model and our commitment that as a school community we exhibit the AGS virtues. The consequences of bullying are outlined in our [Anti-Bullying Policy](#)

Detentions

Stage 1

- If a student accrues 4 behaviour points within a 5-day school week, this will result in a Stage 1, 30 minute after-school detention being issued on the next available Monday.
- Failure to do this will be treated as non-attendance and escalated to Stage 3 90-minute SLT detention on Wednesday.
- If a student cannot attend a detention due to commitments outside school, confirmation from the parent/carer must be submitted to the head of the year, who will rearrange the detention for the following Monday.

Stage 2

- If a student accrues 6 behaviour points within a 5-day school week, this will result in Stage 2, 60 minutes after school detention being issued the next available Monday.
- If a student cannot attend a detention for any reason, it is their responsibility to contact their Head of Year, before the end of the day, to ask for the detention to be rearranged for the following week. Failure to do this will be treated as non-attendance and escalated to Stage 3.

Stage 3

- If a student accrues 8 behaviour points within a 5-day school week, this will result in an after-school detention on the next available Wednesday.
- At Stage 3, students will be issued with a 90 minute after-school detention supervised by a member of the senior leadership team (SLT).
- This is the final opportunity for students to show that they are willing to comply with the Allerton Grange Policy for Positive Behaviour before serious escalation occurs.
- Two 90-minute SLT detentions in a half term results in reflections room day until 16.30.
- Students who choose not to attend a Stage 3 SLT detention are demonstrating that they do not wish to comply with school rules and, therefore, will be dealt with extremely seriously. Any student who chooses not to attend a Stage 3 SLT detention will serve two days in the Reflections Room until 16.30.

Stage 4

- If a student accrues **10** or more behaviour points within a 5-day school week, this will result in a full day in the **reflections room**. Please see Reflections Room protocol.

Around School

The form tutor will check uniform at the start of each day, and issue uniform behaviour points for any student who is not in the appropriate uniform. If students choose not to wear the full and correct uniform once, they have left form and have transitioned around school that the consequence escalates:

If or uniform standards are not met as students transition around school, students will be given a Senior Leadership Conduct detention at lunch time, either for the same day or the following day.

Students will also be given a Senior Leadership Conduct lunch time detention if they choose to transition around school during lesson change over or break/lunch times, which is inappropriate or anti-social and therefore jeopardies the peace, disruption free learning commitment of our school and or the safety of other people in the community. This includes, loitering, standing in communal spaces blocking transition, shouting, jostling, play fighting and other incidents, which are up to the professional judgement of staff.

Serious breaches of the school rules, any action that demonstrates anti-social behaviour or code of conduct will be investigated, and sanctions will be personalised depending on the context. This could include isolation, fixed-term exclusion, or being educated elsewhere.

A member of the Leadership Team will be on duty, throughout the day, to deal with emergencies that cannot be resolved through normal procedures and could impact on the health and safety of others in the school.

Punctuality

Punctuality is a crucial habit for students to cultivate. It demonstrates respect for others, fosters self-discipline, and ensures academic success. By being punctual, students can make the most of their time, avoid missing important information, and develop a strong work ethic that will benefit them throughout their lives. A behaviour point will be issued for every late to school on a morning and every late to lesson. A Late Gate system is in operation every morning, overseen by a member of the Senior Leadership team, to ensure lateness and behaviour points are logged accurately.

Truancy

If a student deliberately misses their learning, this is recognised as truancy. This is a serious offence as it constitutes a safeguarding concern. If any student has deliberately missed a lesson by more than 10 mins, the sanction is one day in the AGS reflections room.

To ensure that the Year teams can monitor the truancy and support students to engage in lessons this is logged and tracked on Class Charts using the following icons.

- **Truancy 1:** Between 10-20 mins late to a lesson due to loitering or deliberately avoiding going to the lesson.
- **Truancy 2:** Walking out of a lesson without permission resulting in a student unattended and a safeguarding breach.
- **Truancy 3:** Avoiding the whole lesson by either concealing themselves in school or missing the lesson by going off site.

If there is any subsequent truancies the isolation day will be conducted at an external local school in order to secure the safeguarding of the young person involved.

Exiting school

Any anti-social behaviour, which includes play fighting, pushing, shoving and throwing water on students, screaming and any other behaviours which, disrupts the peace and safety of the wider school community, that occurs as students exist the school jeopardies the safety of the whole school community. This will result in a day in the Reflections Room.

Inappropriate Language

Any student overheard using offensive, foul or inappropriate language (including swearing or homophobic/racist comments) will receive a behaviour point. Serious concerns will be referred to the relevant Head of Year, who may contact parents or escalate the sanction given, if deemed necessary. Should any behaviour in school be deemed a hate crime, the police will be involved.

Toilets

Blocks of toilets are always open and accessible before school, during break, during lunch and after school. Only students with a **medical diagnosis**, that can be **evidenced by a doctor**, will be allowed a medical pass. The medical passes will be reviewed on a half termly basis, so that the system works efficiently and is fair.

After School

All students are expected to have left the building by 15.10. Exceptions to this are students attending detention, after-school activities, session 7 lessons or intervention classes.

Confiscation

School staff have the authority to confiscate, and retain, any item a student brings in to school that is not permitted or deemed dangerous/illegal. Items of significant value, that are not illegal or dangerous, will be confiscated and retained in the school safe. Items considered 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 drink containing excessive sugar content (more than 10g per 100ml), brought into school will be confiscated and disposed of.

Break and Lunch detentions

For students on an enhanced behaviour protocol, or instances of poor conduct around school social times, a break/lunch detention protocol is in force, led by the Senior Leadership Team, and will be utilised accordingly.

Anti-Social Behaviour outside of School

Outside of school the student is a representative of Allerton Grange School and therefore should not engage in any conduct that could bring them or the school into disrepute. This applies equally to when students are on trips and supervised by AGS staff in our community.

Year team will investigate any reported misbehaviour, displayed by our students travelling to and from school, and relevant 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 may be applied ranging from a day in the Reflections Room to a suspension. If necessary, it will also be referred to the police.

The school has the right to sanction any behaviour which either brings the school into disrepute or undermines the safety and wellbeing of any members of our community, irrespective of where the behaviour occurs.

Joint Enterprise

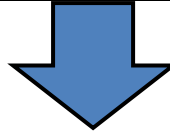
The legal doctrine of Joint Enterprise (definition below*) has shaped our Policy for Positive Discipline. If a student chooses to watch/observe anti-social behaviours such as fighting, shop lifting, bullying, in which they could have left the scene to reduce their involvement, this will be taken very seriously and the school will sanction accordingly. Depending on the impact of the specific events and the contexts, sanctions will range from a day in the reflections room, suspensions and even a time period at an alternative provision.

***Joint enterprise is legal doctrine where multiple individuals can be held liable for a crime, even if they didn't directly commit it, if they had a common purpose to commit the offense and foresaw that their associate might commit the crime (UK Parliament website <https://bills.parliament.uk/bills/3550>).**

Consequences

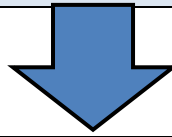
Lunch time detention (10 mins)

10 mins detention at lunch time for Late Gate or for Corridor Conduct



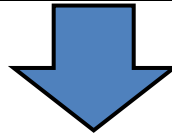
Stage 1 Detention

30 minutes after school every Monday with the Year Team Coach. Failure to attend will escalate it to a Stage 3 90 minute detention on a Wednesday.



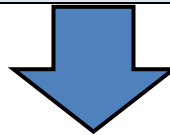
Stage 2 Detention

60 minutes after school every Monday with the Year Team Manager. Failure to attend will escalate it to a Stage 3 detention.



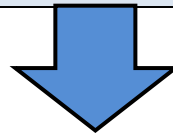
Stage 3 Detention

90 minutes after school every Wednesday with the Senior Leadership Team until 16.30.
Failure to attend will result in 2 days in the Reflections Room until 16.30.



Reflections Room

Our Reflections Room is used as a result of: a student accruing 10 behaviour points in one school week, the escalation of consequences for a one-off serious incident, or for a failed faculty referral, or as deemed necessary/appropriate by the Year Teams. Serious behaviour is managed by year team leaders and can result in immediate reflections room for the rest of the day, a full day, or several days, depending on the individual circumstances.



Suspension

In certain circumstances which are safeguarding related, failing our Reflections Room may result in being booked in at another school's internal reflections room or a suspension from school. One off incidents of a serious nature, depending on the severity, will result in a suspension from school. Examples include fighting, physical violence, verbal abuse, bringing in an illicit item to school....

Reflection Room

The Reflection Room is an opportunity for students to rest and support their regulation of behaviour. We do not take sending a student to the Reflections Room lightly as it means students are not in circulation, but the following circumstances do mean that we must make that choice:

1. Actions that undermine our safeguarding culture. For instance, transitioning around school in an inappropriate manner.
2. Truancy – which is a risk to our safeguarding culture.
3. The use of physical force to either a person or physical aggression towards school property.
4. Defiance of the PPD expectations
5. If an investigation is being conducted, which means that students need to be separated.
6. Refusal to support the community expectations of the PPD, which results in 10 BPs over a two week period.

A full day in Reflections Room will be operational from 08.50 – 15.00 Monday to Friday. This will be extended to 15.30 or 16.30 if the Reflection Room rules are not followed.

Reflection rules are as follows:

- No talking
- No leaving your seat
- No turning around
- No being off task
- No heads resting on desks

A warning system is in operation for pupils who do not follow the Reflection Room rules

- One warning results in the period of being in the Reflections Room extended by 30 minutes to 3.30pm
- Two warnings result in the duration of being in the Reflections Room being extended by 60 minutes to 4.00pm
- Three warnings will result in a failed Reflections and a subsequent Isolation issued for the following day, which will not finish until 4.30 pm. The remainder of the failed isolation day will still be spent in the Reflections Room
- Failure of the subsequent Isolation will result in an Reflections Room day being booked in an alternative location.
- Failure of the Reflections Room at an alternative location (necessary due to safeguarding reasons) will result in a day's fixed term suspension from school.
- Alternative locations are used when necessary for safeguarding purposes only.

Students may remain in the reflections room until 4.00 pm, if an incident affects the health and safety of other school members, or if an incident is considered serious.

- Space is limited – maximum 15 students at any one time.
- The rules are clear and on display. Students write out the rules when they first enter the Reflections Room so they are aware of the expectations and consequences to choices made during the day.
- Resources will be available and managed and directed by our Reflections Room Manager.
- All students must hand in their mobile device until the end of the day.
- SLT will conduct learning walks in the Reflections Room on a daily basis.

- Students in the Reflections Room will have lunch delivered in a grab bag; Orders for grab bags will be taken in the morning. Students can bring a packed lunch if they choose.
- Supervised toilet breaks are in operation.

Intervention

Students not wearing correct uniform will be dealt with immediately

Form tutors will identify those students not wearing correct 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; therefore, issues need to be resolved as soon as possible the same day. Failure to wear or bring in accurate uniform will result in students wearing clean uniform and footwear from our school stock.

Referrals to external multi-agency workers

All incidents that involve potential criminality could be referred to the police and/or social services. 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 student act which results in damage to property, that incurs a cost to the school, will be charged to the Parent/Carer. An invoice for the due payment will be sent home. Should payment not be forthcoming, it will be pursued by the Local Authority. In addition, depending on the severity of the damage the consequence for the student will range from one or two days in the Reflections Room to a suspension. This is up to the discretion of the Headmaster based on the damage and negative impact on the school community. Any damage should be reported to Behaviour and Welfare teams.

Screening and Searching

School staff have the right to screen any student (in line with statutory government guidance – see appendix I) search a student if there is reason to believe that they are 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, the police will be contacted. Risk assessments are produced for students who are searched regularly on an ad-hoc basis. Wands are used to detect prohibited and/or dangerous items: this use of screening may be randomized in line with our safeguarding practices and culture.

Dangerous Items

Possession of a bladed article or anything deemed as a dangerous weapon in school will result in an immediate 5-day suspension in the first instance. This will be followed up with a parent/student meeting with the Headteacher where next steps will be confirmed. The next steps will include adhering to a risk assessment and regular searches using a wand.

Intervention

If a student does not respond to the sanction process within school, he/she will be placed on a behaviour intervention. Please refer to the Waves of Intervention Ladder.

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 apply 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, for it to be a consistent approach. This protocol can be triggered at any time during the consequence process.

Suspensions

In instances of a one-off severe nature, or where our consequence process fails to have effect, a student can be suspended from school for a fixed-term of 1 to 5 days. Online learning will be provided, and the student must stay at home during this period. For more detailed information, please refer to the Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including movement' September 2023.

Governors support process

Allerton Grange School has a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Allerton Grange School and for parents/carers and students who do not support the AGS PPD system.

The different stages are as follows:

- GSP stage 1 – Written Warning
- GSP stage 2 – Governor Meeting.
- GSP Stage 3 – Full governor's panel.

This is aimed at supporting the student and parent to make positive behavioural choices and interactions, which will support our school deliver a positive climate for learning and for all students to thrive. Where behaviours continue beyond this point, a Secondary Inclusion Panel (SIP) may be used to support. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered.

Waves of Intervention Ladder (Years 7, 8, 9, 10)

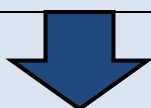
Wave 1 – Universal (Year Coach) 4 Reflections Room encounters

Parental meeting	Intervention Questionnaire	Homework club
Target setting	Specific intervention by type	Progress report
Regular check ins	Referral to SEND	Coach support in lessons
RR manager to attend Wave 1 meeting	Strategic seating plan	Subject specific report



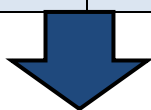
Failure of Wave 1 → Wave 2 – Targeted (Year Manager)

Parental meeting	Class change	Identify suitable enrichment
Set clear objectives	Small group work	Progress report
Referral to Cluster	Problem solving	Address gaps in learning
Early Help plan		Subject specific report
Pupil Passport generated		



Failure of Wave 2 → Wave 3 – Specialist intervention co-ordinator

Bespoke students report	Root cause analysis
Student voice consultation	Family consultation
SMART target	Individual support plan
Alternative pathways	Behaviour strategy
Reintegration plans	Timetabled mentoring
SEND pathways	Academic and pastoral co-ordination
Educational psychologist referral	Timetable adjustments
Mental health / SEMH services	Parent review meetings
External agency liaison	Entry/exit criteria
Weekly reviews	
Behaviour/attendance/progress tracking	



Failure of Wave 3 → Wave 4 – Specialist (Leader/Key Stage Director)

Parental meeting	Enhanced behaviour protocol
Appropriate referrals to	Supportive coaching on regulation
<i>Inc Social Care/Safe Task Force/Forward Leads</i>	Educational Psychologist referral
Alterations to the curriculum and/or school day	Progress Report
	Target setting



Failure of Wave 4 → Wave 5 – Headteacher/Deputy Headteacher/Senior Leadership	
Parental communication	Possible referral to SEMH Panel
Progress Report	Enhanced behaviour protocol
Target setting	Parentals meeting/s
Offsite Direction, to an external Alternative Provision or another local Secondary School.	

Waves of Intervention Ladder (Y11)

Wave 1 – Universal (Year Coach) 4 Reflections Room encounters		
Parental meeting	Intervention Questionnaire	Homework club
Target setting	Specific intervention by type	Progress report
Regular check ins	Referral to SEND	Coach support in lessons
RR manager to attend Wave 1 meeting	Strategic seating plan	Subject specific report



Failure of Wave 1 → Wave 2 – Targeted (Year Manager)		
Parental meeting	Class change	Identify suitable enrichment
Set clear objectives	Small group work	Progress report
Referral to Cluster	Problem solving	Address gaps in learning
Early Help plan		Subject specific report
Pupil Passport generated		



Failure of Wave 2 → Wave 3 – Specialist (Leader/Key Stage Director)	
Parental meeting	Enhanced behaviour protocol
Appropriate referrals (Social Care/Safe Task	Supportive coaching on regulation

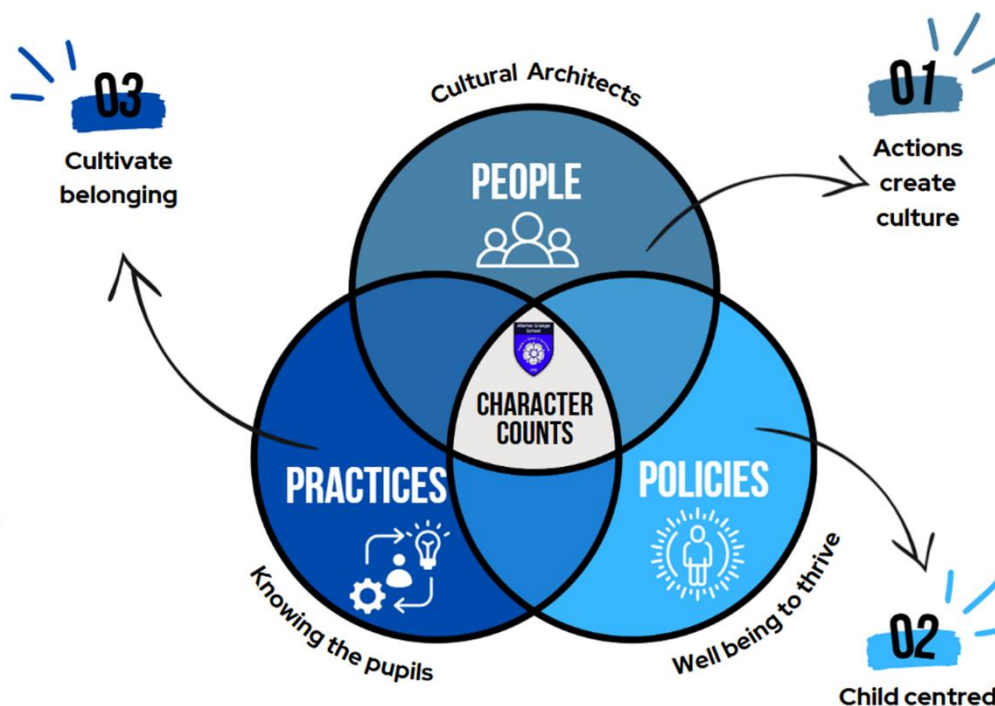
Force/Forward Leads)	Educational Psychologist referral
Alterations to the curriculum and/or school day	Progress Report
	Target setting



Failure of Wave 3 → Wave 4 – Headteacher/Deputy Headteacher/Senior Leadership	
Parental communication	Possible referral to SEMH Panel
Referral to the AGS internal Alternative Provision for KS3 students. If students do not show progress at review meetings and the student is unable to reintegrate into school, an Offsite Direction will arise.	
Key Stage 4 – Offsite Direction, to an external Alternative Provision or another local Secondary School.	

Appendices

Appendix A: The Character Counts Model



"Character is doing the right thing even when no one is watching."

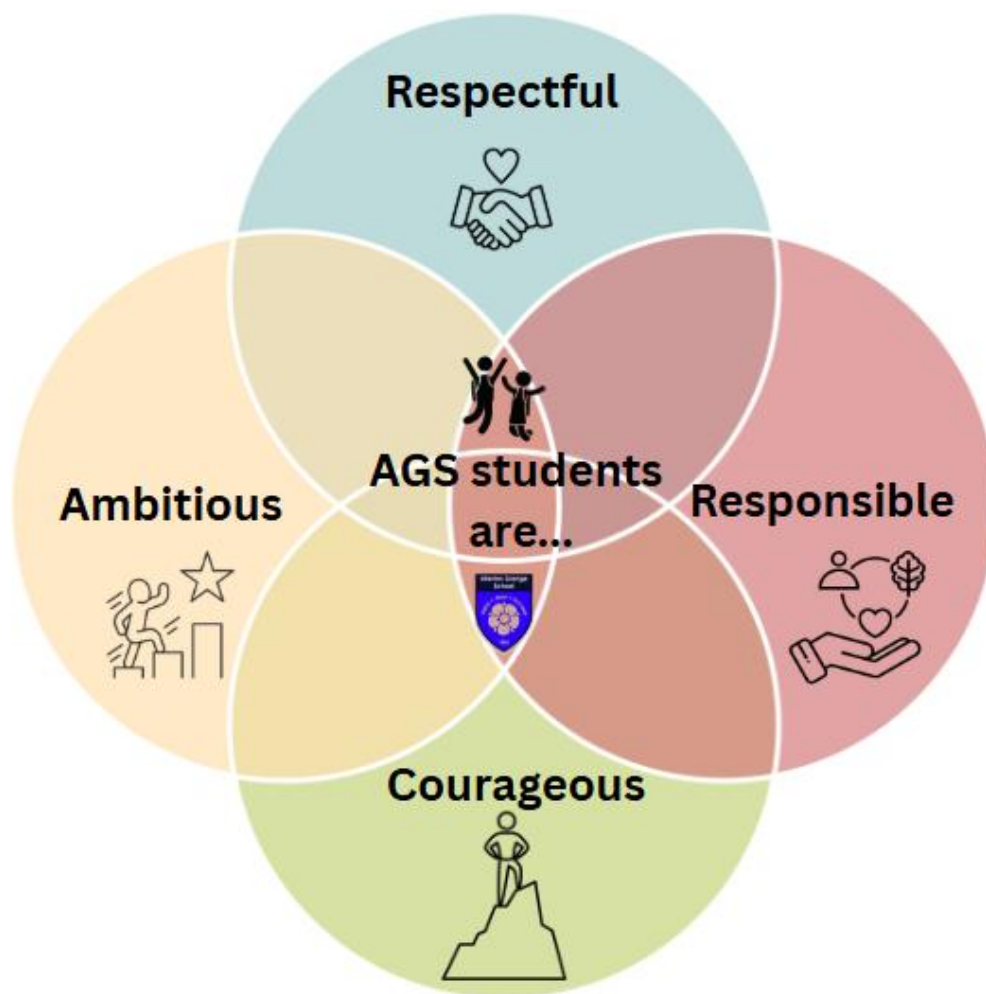
AGS Character Counts Curriculum

We have high expectations and are determined that all students will achieve their academic and personal potential. These expectations aim to inspire, motivate and challenge young people to be the 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 positive character traits. We do this through several ways:

- We explicitly teach and model positive character traits through our character counts curriculum, which is delivered in year group assemblies and form time.
- We integrate the importance of our character counts model through our careers curriculum, which extends from KS3-KS5.
- Teach and uphold an expectation that AGS students demonstrate our virtues both in the classroom, in extra curricula and enrichment opportunities and within our community of Leeds.

Appendix B: AGS virtues:



Appendix C: 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.

Any behavioural adaptations for students will be reviewed and approved by Micheala Child (Assistant Headteacher) in consultation with the relevant Key Stage Director. To support students' development and academic achievements, parents and students will be expected as part of the Policy for Positive Discipline to meet with the Pastoral team on a termly basis to review the students' ability to meet the AGS behavioural expectations. Parents and students will be required to embrace and support our behaviour ladder approach: an incremental and adapted approach to support students make progress in their positive behaviour choices and to maintain high expectations for all our students.

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 students.

Examples include:

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

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.

Toilets

Blocks of toilets are always open and accessible before school, during break, during lunch and after school. Only students with a **medical diagnosis**, that can be **evidenced by a medical record from a consultant or from a medical test**, will be allowed a medical pass. Applications for a medical pass must be sent to the relevant and appropriate Key Stage Director.

.If the student is found to misuse this pass then the student will have their pass removed. There is an exception for SEND students that they will be given a warning prior to the pass being removed.

The only physical pass that the school gives to students is a medical pass.

Rest breaks to support regulation in lesson

Rest breaks will be added to the student passport based on consultation between, student, parent/carers, the KS Director and the SEND team. The passport will highlight that the student is likely to need a rest break in class to support their needs. The student must use this appropriately: the student must stand outside of the classroom within view and must spend a maximum of five minutes outside. Only one student is permitted a rest break at a time. If a student miss uses their ability to have five minutes out of the class they will be given a warning and on the second instance, the opportunity to have this rest break will be revoke

Appendix D: Student Support

- 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 school and the local community
- Clear and proactive 'Policy for Positive Discipline' (PPD - Behaviour Policy)
- Enhanced behaviour protocol and intensive support 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
- Class Charts live positive and negative recognition that is immediately communicated to parents via the Class Charts App
- Negative behaviour points reset to zero every half term to give ALL students a fresh start and a better chance of success. Cumulative points will still be stored.
- Rewards System (certificates, phone calls/postcards home, trips, the Ethic of Excellence Reward (given exclusively by the headteacher) assemblies with prizes.
- Reflective approach/mediations used when appropriate
- Parental support and contact (early intervention)
- 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
- Pupil passports to support the needs of SEND pupils.

Appendix E: Allerton Grange School No Smoking/Energy Drinks Policy

Introduction

The Health Act 2006 created an offence of smoking within a smoke-free place. 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 who is discovered to have smoked on site is taken to our Behaviour and Welfare Team. Students must hand over their cigarettes, lighter or associated paraphernalia. The student will be immediately placed in the Reflections Room and given a suspension. This will vary depending on the severity of the incident. 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 affect behaviour and ability to learn.

Appendix F: Allerton Grange Substance Misuse and Vape Policy

Allerton Grange School is fully committed to its duty of care and safeguarding responsibilities towards all students. Therefore, in any instance where a student is suspected of being under the influence of an intoxicating substance, under the influence of a vape, or in possession of drugs, alcohol, vaping devices, e-cigarettes, vaping products, or other prohibited substances, the following procedures will be undertaken:

- A judgement is made by two members of the pastoral team (one of which is from the relevant year group), as to intoxicated state of student
- Recorded on CPOMS

1. Admittance of being in possession of but not under the influence

Action: Withdrawn to the Reflections Room and monitored. A suspension of 2-5 days will be given, based on the volume and category of the drug. If an excessive amount has been found or this is not the student's first time of misuse, a decision will be made at the school regarding further escalation of the PPD.

2. Agreed as under the influence of an intoxicating substance.

Action: Searched by an appropriate member of staff. Parents asked to immediately remove student from school under Health and Safety regulations. The student will be suspended depending on the context of the substance misuse (volume and category). If a student is found to be under the influence of an intoxicating substance for a second time. A Parenting Contract will be created 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 being 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.

Supplying an illegal substance

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.
- In the event of sufficient evidence to suggest supplying (amount of illegal substance found) /valid witness statements, which corroborate, 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.

If a student has been in possession of an illegal substance, a risk assessment may be put in place, which involves regular searches, to reduce the likelihood of the student bringing and taking illegal substances in the future.

Substance Abuse team to consist of:

- Sarah Whittingham, Assistant Headteacher responsible for Safeguarding
- Kate Moore, Deputy Headteacher responsible for Behavior, Attitudes and Culture
- Steve Fidler, Assistant Headteacher/Key Stage 3 Director
- Natalie Drew, Assistant Headteacher/Key Stage 4 Director
- Jordan Macrow, Assistant Headteacher/Key Stage 5 Director
- Designated Safeguarding Lead – Ruth Rowbotham
- KS3 Progress and Welfare Leader – Leanne Hosty
- Inclusion and Interventions leader – Casey O'Reilly

Progress and Welfare Managers:

- Year 7: Connie Wright
- Year 8: Louise Hibbert
- Year 9: Steve Lomas
- Year 10: Mary Sullivan
- Year 11: Glenn Williams

Appendix G: Mobile Phones/Smart Watches/Headphones/Electronic Devices

The use of mobile phones, by students in Years 7 to 11, is not be permitted anywhere on the school site. This includes inside or outside the school building. This protocol applies to mobile phones/air pods/headphones/electronic devices.

Mobile phones/headphones/electronic devices are brought into school at students' own risk and must be switched off before entering the gates of the school site. If any student is seen with a mobile phone or headphones, smart watch or electronic device on the school site (inside or outside), or if it is heard, it will be confiscated (along with the SIM card). The only exception to this rule is where the safeguarding team or pastoral team has given permission for a student to use his/her mobile phone (this is only in exceptional circumstances for safeguarding reasons). If this protocol is not followed and the student uses the device for exceptional reasons the confiscation of the mobile phone will be at the discretion of the Headteacher.

If a student's phone is out on the school site (inside or outside) or visible in their pockets, the mobile will be confiscated. All students can collect their confiscated item from the Finance Office after 15.00 at the end of the school day.

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

If the student is caught with their mobile phone out from 14.00-15.00, the student's mobile phone will be confiscated and parents have until 4.00 p.m. to collect it, other wise the parents will have to collect the mobile phone the next day.

We understand that many students like to use their phones on school trips to stay in contact with loved ones and many young people use their camera device to take pictures of landmarks. Whilst we want to support students and parents/carers to have this option on trips, we also must balance the safeguarding needs of the community beyond the school gates. Students must abide by the Acceptable Use Policy (Appendix H) of the PPD.

All students on a school trip must use their phone responsibly following our school trips policy. Use of mobile phones will be restricted. For instance, phones will be switched off and placed in the bottom of students bags whilst students are on modes of transport and there will be windows of opportunity for students to use their phones during the day. Students will have opportunities to charge their phone if they are on a residential trip.

To maximise our safeguarding protocol at night all students will have to enclose their phone in a safety pouch, so they cannot have access to it. These pouches will be locked by the staff on the trip and they will be unlocked in the morning.

Appendix H: Mobile Phones, Electronic Devices and Headphones – Acceptable Use Guidance

In line with Department for Education (DfE) guidance (February 2026), the school operates as a mobile phone-free environment by default throughout the school day, including lessons, transitions, breaktimes and lunchtime.

This policy applies:

- On school premises (inside and on any outside grounds)
- During school hours
- On trips, visits and extracurricular activities
- Where off-site behaviour impacts the school environment or safeguarding

(*Includes smart watches, headphones and any device capable of communication, recording or internet access.)

Roles and Responsibilities

Students

Students who bring devices to school must:

- Switch devices* off before entering the school site
- Keep them out of sight at all times (in bag/locker).
- Follow all staff instructions regarding device use
- Failure to comply will result in sanctions, including confiscation.

Parents/Carers

Parents/carers:

- Decide whether their child brings a mobile phone to school
- Must reinforce this policy at home
- Should understand the risks associated with device use
- The school office remains the only appropriate point of contact during the school day.

The school will not routinely intervene in use of mobile phones outside of school. However, the school will act where off-site behaviour impacts learning, behaviour or safeguarding (e.g. cyberbullying).

Confiscation of devices

If a mobile is visible outside of a student's bag, on the school site (inside or outside). It will be confiscated by a member of staff (note: this includes visible in blazer or uniform pockets or just being held by the student). A corridor conduct, social time detention will be issued and the student may get it back at the end of the school day from the finance office. If a student leaves the school with a phone visible on the school site (inside or outside the building) at the end of the day then students will have the phone confiscated and the parents/carers have until 4 p.m. that day to collect the mobile phone, otherwise the student may collect the phone at the end of the next day (from the finance office).

Acceptable Use

If brought to school, devices must:

- Be switched off before arrival
- Remain out of sight at all times
- Only be used where explicitly authorised by a member of staff (e.g. medical need)

Unacceptable Use

The following are strictly prohibited:

- Bullying, harassment or intimidation (including cyberbullying)
- Taking photos, videos or audio recordings without consent
- Sharing or storing harmful, offensive or inappropriate content
- Organising or participating in harmful behaviour using devices
- Requests for colleagues to charge their phones. (If a student needs to contact parents in urgency they may seek permission to use a school phone via their year team or safeguarding team).

Such behaviour will:

- Lead to school sanctions
- Constitute a criminal offence
- Result in police involvement where appropriate

Safeguarding and Online Conduct

Students must not:

- Possess or share violent, racist, degrading or pornographic content
- Send or distribute sexual imagery (“nudes”), which is illegal

Any safeguarding concerns will be dealt with in line with statutory safeguarding procedures.

Appendix I: Search, Screening and Confiscation Powers

Legal Authority

Under DfE guidance, schools have statutory powers to:

- Screen pupils to detect unauthorised possessions
- Search pupils and their possessions
- Confiscate items
- Examine and, where appropriate, delete data from electronic devices

Authorised staff may act where there are reasonable grounds to suspect a breach of school rules or a safeguarding risk.

Prohibited Items and Devices (Including Specific Search Powers)

Staff may search:

- Bags, lockers, coats and personal belongings
- Searches may be conducted with or without consent where there is reasonable suspicion of a prohibited or banned item

Authorised Screening

AGS has the right to screen pupils for prohibited items using a hand-held or walk-through metal detector. Screening may be conducted on a random basis or where there are reasonable grounds for concern. Screening does not involve physical contact and is separate from the school's power to search pupils and their possessions. Any member of staff may screen a student with a wand.

Prohibited items include any item prohibited under AGS policies, including vaping devices and related paraphernalia. Refusal to comply with authorised screening may lead to further action under the school's Behaviour Policy.

Searches for Devices

Staff may search for and seize:

- Mobile phones
- Smart watches
- Tablets or similar devices
- Headphones where linked to misuse

Where there is reasonable suspicion that the device:

- Is banned under school rules
- Has been used to disrupt learning, cause harm or breach policy

Searching Content on Devices

Where a device has been confiscated, authorised staff may examine:

- Messages (including social media and apps)
- Images, videos and audio

- Stored or cached content

This will only occur where there is a good reason, including:

- Safeguarding concerns
- Suspected bullying or harassment
- Potential criminal activity or serious breach of rules
- Deletion of Data

Staff may delete files or data if:

- The content breaches school rules
- It is harmful or poses a safeguarding risk

Illegal content will not be deleted and will instead be referred to the police.

Screening Powers

The school may use proportionate screening measures (e.g. requiring students to hand over devices or visual checks) to ensure compliance.

Conditions and Safeguards

All screening and searches will:

- Be proportionate, reasonable and lawful
- Be conducted by authorised staff
- Respect dignity and privacy
- Follow safeguarding procedures

Theft, Loss and Damage

- Students bring devices/prohibited items at their own risk
- The school accepts no responsibility for loss, theft or damage
- Devices must be kept secure and out of sight

Lost devices should be handed to reception.

Examinations

- Mobile phones are strictly prohibited in examinations:
- Devices must be handed in before entry
- Possession may result in disqualification of the paper and potentially all examinations

Reasonable Adjustments

The school will make reasonable adjustments where required, including:

- Medical needs
- Disabilities
- Safeguarding arrangements

Any exceptions must be agreed and documented in advance.



Allerton Grange School

USG (Urban Street Gang) Strategy

April 2024

Strategy Author: Sarah Whittingham, Assistant Headteacher

This strategy should be read in conjunction with:
Allerton Grange Policy for Positive Discipline (Behaviour Policy)
Allerton Grange Child Protection Policy

Rationale: *The purpose of this strategy is to provide a safe and secure environment for all students, staff and visitors at our school. The strategy outlines our approach towards addressing gang culture and sets out our commitment to promoting a culture of respect, diversity and tolerance.*

Definition of Gang Culture: Gang culture refers to any group of individuals who engage in illegal or anti-social activities, such as serious violence, intimidation, threats, drug abuse, and theft. This strategy seeks to address any form of gang-related activity within our school community.

Prevention:

1. **Education:** The school will provide education to students on the dangers of gang culture, including its impact on their education, future prospects, and the wider community. Speakers will come in to deliver specialist, age appropriate assemblies. Appropriate resources will be prepared and included in our PSHCE curriculum.
2. **Intervention:** The school will establish intervention programs where professionals conduct one to one sessions with vulnerable students, guiding them on positive behaviour and lifestyle choices. The school will work with other local schools and the Police to identify students linked to gang affiliation or at risk of becoming linked. Students causing concern will be placed on a matrix and colour coded red, amber and green according to the level of risk. When necessary, parents/carers will be invited in and a risk assessment produced in order to minimise risk within our school community. Parents/carers and students will be asked to sign and adhere to the risk assessment. This will likely involve random searches of those students causing concern. All searches on young people will be logged and records retained, including the purpose of the search. Searches will be conducted by two colleagues, one being the same gender as the student. This is to protect the wellbeing and safety of the young person being searched.
3. **Outreach:** The school will work with local community organisations and the Police to support outreach programs that prevent gang recruitment, raise awareness of the consequences of gang involvement and provide alternative opportunities for young people. The school is working with a Community Tackle It Project who specialise in mentoring students coded amber and red. The school also has access to an Education Inclusion Mentor, part of the national government SAFE taskforce, who will deliver one to one sessions with targeted young people coded green.

Response:

1. **Reporting:** Students, staff, parents/carers and visitors within our school community are encouraged to report any suspicion of gang-related activity to the school via email, telephone or CPOMs. All reports will be investigated, and appropriate action will be taken, which may include involving the Police and/or Social Services. Posters and resources will be displayed around the school.
2. **Discipline:** Any student found to be involved in gang activity within or outside the school premises will be subject to consequences in line with our Policy for Positive Discipline (school behaviour policy). This is likely to be a suspension and/or other measures deemed necessary to safeguard the school community. Risk assessments will be produced and adhered to for identified students. Any gang related intelligence will be shared with the Police.
3. **Support:** The school will provide support to students who may be at risk of gang involvement or affected by gang activity. This may include counselling, mentoring or referral to external support services. Parents/carers can also be signposted for support. Some helpful links are

attached to this strategy.

Communication: The school will communicate this strategy to all students, parents/carers, staff, and visitors through induction programs, school newsletters, and the school website. The strategy will be reviewed annually and updated as required.

Conclusion: This strategy reflects the school's commitment to providing a safe and secure environment for all members of the school community. By working together, we can prevent and address gang culture and promote a culture of respect, diversity, and tolerance.

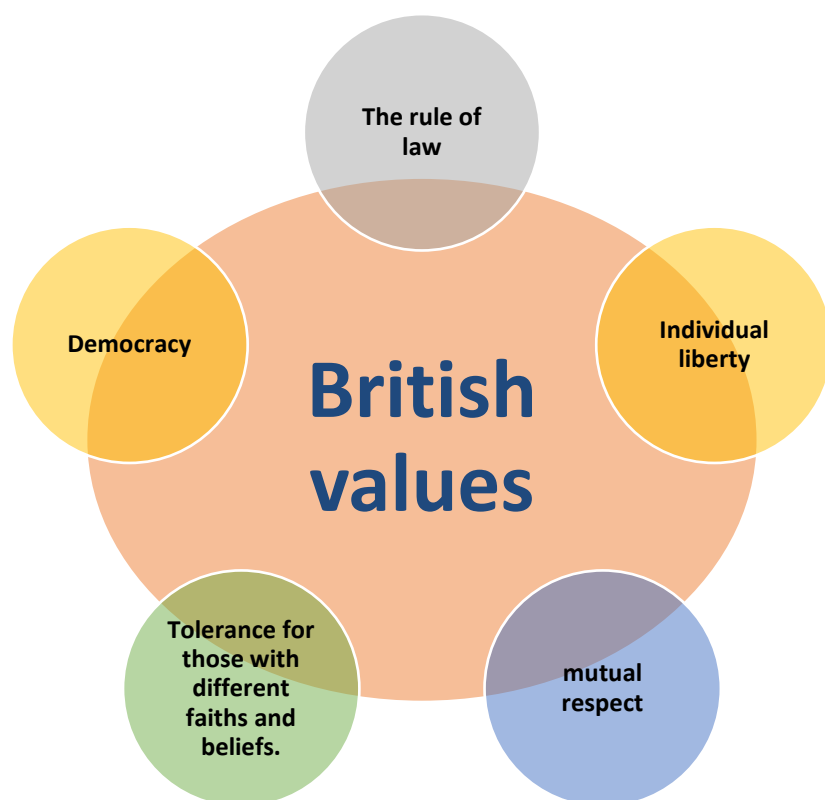
<https://crimestoppers-uk.org/fearless>

<https://cfydc.org.uk/causes/gps-gang-parents-support/>

<https://www.familylives.org.uk/advice/teenagers/behaviour/gangs>

Appendix K: British Values

Schools are legally responsible for teaching students these British values.



Appendix L: Educational Visits Behaviour Code of Conduct

Educational Visits Behaviour Code of Conduct

- Students should always behave in a respectful and safe manner, on school trips, as they are representing Allerton Grange School at all times.
- Students should always abide by the safety instructions outlined by staff.
- On residential visits students must not enter any bedroom other than their own and must not leave their bedroom after the time specified by staff.
- If students are given unsupervised free time they must not go anywhere on my own, they must stay with at least one other student, and not go beyond the agreed points.
- Students must not bring, attempt to buy or use any illegal drugs, alcohol and vaping or smoking products whilst on school visits.
- The information letter prior to securing a place on the trip will outline the mobile phone restrictions for that trip. Should a student wish to take their phone on a trip then they must abide by the restrictions and expectations. On any residential trip this will involve the mobile phones of all students (with the exception of medical reasons for tracking) that students place their phones in a secure and lockable pouch over night. The pouch will be open by colleagues in the morning.
- Students must not take photographs of anyone without their permission.
- Students must take responsibility for looking after their possessions, including money.

Please also be aware of the following:

- Residential trips will involve times of remote supervision. Students are expected to self-regulate during these times and behaviors appropriately following the PPD and the Allerton Grange School Virtues.
- For residential visits students and parents/carers must sign the specific code of conduct for the visit.
- Where student's behaviour does not meet these expectations, sanctions may be put in place on the students' return to school.
- Whilst parents/carers will be informed of behaviour concerns this may not be until after the staff and students involved on the visit have returned to school.
- Sanctions and parent/carer contact may not take place immediately as investigation into students' conduct may first need to take place- this could take up to and including 5 school days.
- If a student's actions are deemed serious enough to put them or others safety at risk, as decided by the visit leader, then a parent/carer may be expected to come and collect students, from the visit, at their expense.

Appendix M: Staff Responsibilities

Stakeholders – Strategy overview	Kate Moore, Deputy Headteacher
Curriculum – PHSE	TLR holder Monisha Mahoney Anna Guilder (Maternity Cover for Monisha Mahoney from October 2025- TBC)
Personal Development – Assemblies	Key Stage Directors
Safeguarding – Students and Staff	Sarah Whittingham Ruth Rowbotham Steve Lomas Kate Moore
Police Intelligence Portal	Sarah Whittingham
Liaison with external agencies	Sarah Whittingham Ruth Rowbotham
Policy for Positive Discipline update	Key Stage Directors Sarah Whittingham
Duties/Intervention Expectations	Senior Leadership Team