



# **Allerton Grange School**

## **Policy for Positive Discipline (Behaviour Management Policy) 2024 - 2025**

Designated Lead: Sarah Whittingham, Assistant Headteacher  
Reviewed July 2024  
Next review: July 2025



# Allerton Grange School

## *Aspire, Grow, Succeed*

*Working together to achieve our full potential.*

*Celebrating our diverse school community and fostering tolerance and respect for all.*

*Developing active citizens within the school community and beyond.*

*Inspiring confident, creative and independent learners.*

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## **The Allerton Grange Policy for Positive Discipline**

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

### **Positive Discipline – The Philosophy**

Positive Discipline centres on three very simple concepts:

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

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

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

#### **Positive Discipline – Classroom Conduct:**

Follow instructions from staff, first time, every time.

Listen in silence when others are speaking.

Be polite and respectful to staff and each other.

Arrive on time, in correct uniform, fully equipped and ready to learn.

Always work hard in lessons.

Do your homework to the best of your ability and hand it in on time.

#### **Positive Discipline – Around School Conduct:**

Follow instructions from staff, first time, every time.

Be polite and respectful to staff and each other.

Follow the one-way system, behave sensibly and do not run.

Always wear full uniform and remove your coat upon entering the building.

Only eat and drink in the designated areas – Cyber Café and the Dining Hall.

Respect your school building. Look after it properly and put all litter in the bins provided.



## Respect and Kindness

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 kindness, manners and respect.

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

**R**esponsibility

**E**quality

**S**kill Development

**P**ositive Participation

**E**xceed Expectations

**C**lever Choices

**T**irelessness

### Working together – Basic priorities



## 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, e.g. hair colouring (natural hair tones only), tram lines, hair shaving (not below grade 3). Navy blue, plain hair accessories are the 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 and always worn with a tie or students are permitted to wear their AGS branded PE kit to school on a daily basis.



## Shoes

Plain black with flat or low heels. No trainers



**One clear (retainer) nose stud may be worn.**

**Tracksuit bottoms or shorts are not permitted to be worn underneath school uniform trousers or PE bottoms/shorts.**

To reformat. Clarity on nose stud. One pair of trousers

## PE Kit

- AGS branded shorts or skirt
- AGS branded polo shirt
- AGS branded socks
- AGS micro-fibre long sleeved top (not pictured)
- AGS branded jogging bottoms will be available for students 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.**



# Essential Equipment



## White Board Marker

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	
<b>A4 size</b> school bag	
Ingredients for Food Technology as/when required	

## **Classroom Responsibilities for our Teachers**

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

### **Planning for behaviour**

Engaging and stimulating lessons encourage good behaviour. Seating plans are more effective when proactive and personalised. Student profiles, including their academic level, are accessible on SIMS, Go4Schools and ClassCharts. Concerns about individual students should be passed to the year team, via form tutors or curriculum teams.

### **Classroom environment**

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

### **STAR Expectations**

The classroom environment at Allerton Grange School necessitates learning and our staff are committed to delivering a high quality of education for every student. In order to enable this there are four expectations in place for students, to Sit up and listen, to Track the speaker at all times, to Answer like a scholar and to Respect everyone. These four expectations are summarised as our STAR expectations and are a mainstay in every lesson of every classroom of the school, in all year groups. By following the STAR expectations all students will experience the most effective learning environment, enabling all students to fulfil their potential in all subjects.

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

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

### **Essential Equipment Checks**

Classrooms will be visited regularly to carry out spot checks on essential equipment. A negative behaviour point will be issued, each day, when students are not in possession of the full range of equipment: planner, pen, pencil, 30 cm ruler, calculator, green biro, glue stick, protractor and pencil case; all to be accommodated in an A4 sized school bag.

### **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 has the ability to improve the knowledge and understanding of all students. We set homework that fits into one of the following three categories:

- 1) Learning, consolidating and embedding. Knowledge organisers, booklets and online resources used to support self-quizzing. Key substantive knowledge and subject-specific vocabulary needs to be learnt and memorised by students.
- 2) Reading and comprehension. Additional reading practice and access to challenging texts is essential and will be supported and checked via formative assessment.
- 3) Application and practice. Completion of work started in class and additional tasks that deepen understanding and widen areas of interest.

Failure to complete homework on time or effectively will incur a verbal warning and extension in the first instance, followed up with a behavior point

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

## **Plagiarism**

A plagiarism, collusion and Artificial Intelligence policy has been incorporated into this policy, in light of JCQ guidance <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/> (published in February 2024). This policy (available at [jqc.org.uk](https://www.jcq.org.uk)) is to ensure students are explicitly taught what plagiarism and collusion is, and why artificial intelligence can easily result in plagiarised work <https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>. The policy directs teachers to draw on the examination board guidance at KS4 and KS5 so that students are aware that plagiarism and collusion can jeopardise outcomes in national exams. There is a clear system of consequences, which escalates according to the severity or instances of plagiarism and collusion. The policy is undermined by a code of academic integrity: students are encouraged to submit authentic pieces of work, because it is the right thing to do not because of consequences.

## **Unstructured Times - Responsibilities for Staff and Students**

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

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

### **Lesson Changeover**

- All staff to meet and greet at classroom door
- 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

### **Break and Lunch Time**

- All food and drink must be consumed in the Cyber Café or Dining Hall only. No food is to be taken, or eaten, outside. Students must be seated in the Cyber Café or Dining Hall
- Food must never be eaten on corridors or any carpeted areas, including the corridor connecting both dining areas. Food must not be transported between the Cyber Café and Dining Hall.
- All rubbish must be placed in the bins provided to keep the school a clean and tidy environment
- Students must keep to the designated outside area
- Weather permitting, students should go outside once they have finished eating.

### **Students on corridors**

Students must not be allowed out of a lesson without a valid corridor pass. Any students without a **valid** corridor pass should be returned to lesson. Students **must** adhere to the one-way system in school.

### **End of School day**

Students must exit the building calmly following the one way system.

## **Allerton Grange – Positive Discipline**

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

### **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. Failure to bring the Planner to school will result in an instant behaviour 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.**

Any behaviour concerns will be logged electronically using Class Charts.

### **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.

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 school of student absence, as an alternative to leaving a voice message on the absence phone line.

### **In class**

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

### **Out of class**

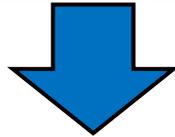
Achievement points will be awarded in recognition of specific instances that contribute to our cohesive school community. Ad-hoc achievement points will be given by Senior Leadership when they witness specific examples of positive behavior.

Achievement points are cumulative.

# 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.



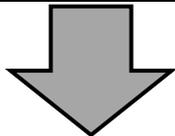
## Weekly Awards

Celebrations in assemblies and nominations to win Hot Chocolate Friday with the Headteacher



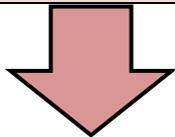
## Half termly Assemblies

Recognition of success and achievement through year group assemblies, including form group as well as individual recognition.



## Termly Rewards Assemblies

Year group assemblies recognising significant achievement as well as improvement. Individual and form group celebrations. In school movie events for selected winners.



## Annual Awards Evening

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

## **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.

## **School Council**

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

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

## **Awards Ceremony - Prize Draws**

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

## **Hot Chocolate Friday**

Students with exceptional achievements either in or out of school are nominated to win Hot Chocolate with the Headteacher.

## **Student Leadership**

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

## **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) meet every half term to share ideas and best practice on how to continue stamping out any bullying at Allerton Grange. Students are invited to apply, each academic year, when a new team is created. This gives more opportunity for a diverse range of young people to bring new ideas.

## **Extracurricular 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.

## **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 the skill development in rewards assemblies.

## Consequences for breaking school rules and code of conduct

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 lesson, incorrect uniform, unruly corridor conduct etc.

### In Class

- 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.

### 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 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 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 a Stage 2, 60 minute after school detention being issued the next 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 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 Behaviour Policy before serious escalation occurs.
- Two 90-minute SLT detentions in a half term results in an Isolation day until 16.00.
- 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 consecutive days in isolation until 16.00

#### Stage 4

- If a student accrues **10** behaviour points within a 5 day school week, this will result in a full day in the **isolation room**. Please see Isolation room protocol.

## **Around School**

AT AGS we have high expectations of our school community in line with our core values and virtues. Students are expected to follow all entry and exit routines in line with STAR expectations. At lesson changeover and during transition, students should move around the school site in a calm, respectful and purposeful manner, adhering to the uniform policy at all times. Students are expected to keep quiet and keep moving when in corridors during transition, punctuality is crucial to support both teaching and the effective monitoring of attendance. Students must take the most direct route to their lessons. No food should be eaten when moving around the school building. It is expected that all students behave in a polite and respectful manner in the dining spaces, our school community is characterised by positive relationships between staff and students. This includes the adoption of polite, orderly behaviour when queuing for food and drinks, when eating and drinking and when clearing tables at the end of a meal. Students are also expected to ensure that all litter is placed in one of the bins, staff on duty will model and reinforce these core expectations. If behaviour or uniform standards are not met, students will be given a Senior Leadership Conduct detention at lunch time, either for the same day or the following day.

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

A member of 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**

Any truancy from lessons is treated very seriously and will result in a full day in our Isolation room. If there is any subsequent trancies the isolation day will be conducted at an external local school in order to secure the safeguarding of the young person involved.

## **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.

## **Make up**

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

## **After School**

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 as 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.

# Consequences

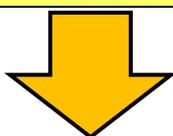
## Stage 1 Detention

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.



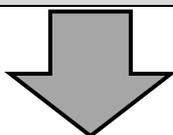
## Stage 2 Detention

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



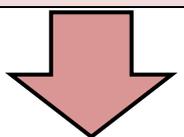
## Stage 3 Detention

90 minutes after school every Wednesday with the Senior Leadership Team. Failure to attend will result in 2 isolation days until 16.00.



## Isolation

Our Isolation Room is used as a result of the escalation of consequences OR for a one off serious incident OR for a failed faculty referral OR as deemed necessary/appropriate by the Year Teams.



## Suspension

Depending on the circumstances, failing our Isolation Room may result in being booked in at another school's isolation 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....

**Serious behaviour is managed by year team leaders and can result in immediate isolation for the rest of the day, a full day, or several days, depending on the individual circumstances.**

## Isolation room

Isolation is the final consequence prior to exclusion and very serious, therefore, the regime is rigid. A full day in isolation will be operational from 08.50 – 15.00 Monday to Friday. This will be extended to 15.30 or 16.00 if the isolation rules are not followed.

### Isolation 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 isolation rules:

- One warning results in isolation being extended by 30 minutes to 3.30pm
- Two warnings result in isolation being extended by 60 minutes to 4.00pm
- Three warnings result in a failed Isolation and a subsequent Isolation issued for the following day, which will not finish until 4.00pm. The remainder of the failed isolation day will still be spent in the Isolation Room
- Failure of the subsequent Isolation will result in an Isolation day being booked in an alternative location.
- Failure of the Isolation at an alternative location results in a day's fixed term suspension from school. A return to school meeting will follow and a further day in isolation completed until 4.00 pm. Students will not return to lessons until a successful isolation is completed.
- Alternative locations are used when necessary for safeguarding purposes only.

Students may be isolated immediately, 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 20 students at any one time.
- Students will be booked in advance as an alternative to a Fixed-Term Suspension or for serious one-off breaches of inappropriate behaviour.
- On occasion, we can refer students to spend time in another local school's isolation room, if deemed necessary for safeguarding reasons.
- The rules are clear and on display. Students write out the rules when they first enter isolation so they are aware of the expectations and consequences to choices made during the day.
- Resources will be available and managed by our Isolation Leader and Coach.
- Students returning from a fixed-term suspension automatically serve a day in Isolation until 16.00 before going back into circulation.
- SLT will conduct learning walks in the Isolation Room on a daily basis.
- Students in isolation will have lunch delivered to the Isolation Room 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.

### **Restorative Practice**

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 willful 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, the perpetrator will spend a full day in our Isolation Room. Any damage should be reported to Behaviour and Welfare teams.

### **Conduct expectations to and from School:**

- Be polite, respectful and kind to each other
- Remember you are representing Allerton Grange School and our local community on your way to and from school.
- Conduct yourself as you are expected to in school.
- 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). See note below.

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

The 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. If necessary, it will also be referred to the police.

### **Stop and Search**

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

### **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, in order 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. Classwork will be provided and the student must stay at home during this period. For more detailed information, please refer to the Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including movement' September 2023

# Waves of Intervention Ladder

## Wave 1 – Universal (Year Coach) 4 Isolations

Parental meeting	Intervention Questionnaire	Homework club
Target setting	Specific intervention by type	Progress report
Regular check ins	Referral to SEND	Coach support in lessons
Talking mats	Strategic seating plan	



## 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	Intervention questionnaire	
Pupil Passport generated	Careers meeting	



## Failure of Wave 2 → Wave 3 – Specialist (Leader/Key Stage Director)

Parental meeting	Enhanced behaviour protocol
Appropriate referrals (Social Care/Safe Task Force/Forward Leeds)	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
Key Stage 3 – Referral to the AGS internal Alternative Provision	
Key Stage 4 – Offsite Direction, to an external Alternative Provision or another local Secondary School	

## Appendix A: Reasonable Adjustments

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

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

### Examples include:

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 doctor**, will be allowed a medical pass.

## **Appendix B: Student Support**

20 non-teaching professionals, on hand from 08.15 – 16.15, to support students, parents and teachers

'Open door' approach

An anti-bullying protocol, which is reviewed annually to maintain effectiveness

'safe@allertongrange.com' email address to report concerns anonymously

Emphasis on developing positive relationships within 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, hot chocolate Friday with the Headteacher, reward assemblies with prizes)

Restorative 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

SEND support staff and SEND Hub for social time

## **Appendix C: Allerton Grange School No Smoking/Vaping/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 seen smoking is taken to our Behaviour and Welfare Team. Students must hand over their cigarettes, lighter, electronic cigarette, vape or shisha pen. Failure to do so will result in Isolation until 16.15 that day or being sent home. A parental meeting will follow the next day. Any student seen with an energy/high sugar drink will have it confiscated and disposed of. Excessive sugar intake or a sugar rush can significantly affect behaviour and ability to learn.

### **Aims:**

To stop the student smoking on school grounds.

To establish if the student wishes to stop smoking so support can be put in place.

To inconvenience the student by confiscating vapes/cigarettes. This costs the students money.

To establish how the student obtains vapes/cigarettes.

To work with parents to reduce the opportunity for the student to purchase vapes/cigarettes i.e. funding limits, Parent Pay for school meals.

The risk of smoking on school grounds will be high for students because they cannot afford to lose their vapes or limited cigarettes.

Taking the students' vapes/cigarettes will cost them heavily, therefore, reducing the risk of repeat offending.

To prevent vast intakes of sugar which has a detrimental effect on behaviour and the ability to concentrate.

To prevent the damage large amounts of sugar have on teeth.

To promote and encourage a healthy lifestyle to all our staff and students.

## **Appendix D: Allerton Grange Substance Misuse Policy**

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

A judgement is made by three members of the Substance Abuse team (one of which is from the relevant year group), \*\* as to intoxicated state of student

Recorded in Substance Abuse log as Amber or Red.

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

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

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

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

Reporting to Year office on arrival

Monitoring sheet for attendance in class

Report to Year Team at end of break, lunch and the school day.

Access to support for substance abuse

Review process agreed at contract meeting according to individual cases

Any intoxicating substance found, will be recorded in the Substance Record log (including method of disposal). SLT to be informed. Any further action taken to be agreed by the Headteacher

Any alcoholic substance to be washed or flushed away by Substance Abuse Team. Cannabis or other drugs to be held in the safe in the Finance Office and disposed of within 24 hours.

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

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

Student to be withdrawn to year/key stage office for further investigation.

Searched by two appropriate adults.

If found in possession of a small amount for personal use, follow procedure for Red category for being under the influence.

In the event of sufficient evidence to suggest supplying (amount of illegal substance found) and/or equipment and/or substantial amount of money not accounted for, parents will be informed and the student excluded from school for a fixed period of 5 days in the first instance.

The Headteacher will be informed and make a decision on next steps.

Further police action may follow.

**Substance Abuse team to consist of:**

Assistant Head i/c Behaviour, Attitudes and Safeguarding

Key Stage Directors

Designated Safeguarding Lead

KS4 Progress and Welfare Leader

KS3 Progress and Welfare Leader

Progress and Welfare Managers

## **Appendix E: Mobile Phones/Smart Watches/Headphones/Electronic Devices**

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

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

Mobile phones/headphones/smart watches/electronic devices are brought into school at students' own risk and must be **switched off** before entering the school site. If any student is seen with a mobile phone or headphones, smart watch or electronic device inside the building, or if it is heard, it will be confiscated (along with the SIM card) .The only exception to this rule is where a senior member of staff has given permission for a student to use his/her mobile phone. This would only apply in truly exceptional circumstances.

All students can collect their confiscated item from the Year Team after 16.00 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 Isolation.

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

**NB:** Mobile phones/headphones/smart watches and electronic device use for Sixth Form students is restricted to the common room only. Failure to comply will also result in a confiscation

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

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

### **Purpose**

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

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

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

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

### **Rationale**

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

#### **Personal safety and security**

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

### **Responsibility**

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

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

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

Parents/carers are reminded that, in cases of emergency, the school reception/office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons inadvertently. This will be the ONLY method of contacting your child now the ban is in place.

### **Acceptable Uses**

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

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

### **Unacceptable Uses**

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

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

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

### **Theft or damage**

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

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

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones\*\*, neither in nor travelling to and from school.

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

### **Inappropriate conduct**

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

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

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

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



# 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

**Purpose:** 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>

### **Staff Responsibilities**

Stakeholders – Strategy overview	-	Mike Roper Headteacher
Curriculum – PHSE	-	Monisha Mahoney/ Natalie Drew
Personal Development – Assemblies	-	Key Stage Directors
Safeguarding – Students and Staff	-	Sarah Whittingham
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