

THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Behaviour Policy



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Article 28: 'Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.'

1. Key staff involved

Role	Name(s)
Headteacher:	N Hardingham
Assistant Headteacher: Student Achievement	K Holness
Attendance Governor:	T Henley

2. Governing Body Statement

The Governors will ensure that:

ALNS is a positive, safe and inclusive school. It safeguards and promotes the welfare of all students because of the high expectations it has for its students, parents and staff.

3. Aims

This policy aims to promote high expectations of behaviour and achievement for all students by:

- promoting good behaviour and a safe environment, self-discipline and respect, with all students showing 'respect and courtesy towards teachers and other staff and towards each other'.
- providing a 'common language' of rights and choices which should be considered when speaking with students about their behaviour, positive or negative;
- promoting a 'restorative approach' based framework for conversations, designed to de-escalate and defuse potential conflict and provide a platform for safe discussion of feelings and building positive relationships;
- expecting parents to 'encourage their children to show respect and to support the school's authority to discipline its students';
- ensuring fairness in the way all staff, students, parents and carers promote positive 'attitudes for learning' in the classroom and throughout the school, leading to effective progress being made by all students;
- making it clear that effective attitude to learning in lessons is predominantly the responsibility of the classroom teacher, with all teachers being 'good at managing and improving children's behaviour';
- making it clear that there is a direct link between responsible and respectful behaviour and effective learning, with students taking responsibility for their learning;
- preventing bullying.

This policy recognises the importance of high standards of behaviour for the Social, Moral, Spiritual and Cultural (SMSC) development of students and forms a key element of that policy. It also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs or disabilities (SEND).

4. Rational

We believe that good behaviour is essential to allow all our students to achieve their full potential and is fundamental to success in the classroom for both students and teachers.

Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. Good behaviour results from well planned and well delivered lessons that stimulate students to learn, ask questions, debate, enquire and challenge themselves.

A disciplined environment provides students with a sound framework from which to develop their own standards and values. It also prepares students for the world of work. Furthermore, no student should be allowed to behave in a manner which adversely affects the learning opportunities of others.

Behaviour for learning is behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be challenged. Behaviour for learning needs to be taught, reinforced and reviewed. Above all, positive relationships with and between students, created by an emphasis of rights, respect and responsibility, are the key to positive behaviour. Students learn best in a safe and purposeful environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied fairly. We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. The self-esteem of all students is enhanced by praise, reward and celebration. Rewards and sanctions must be applied fairly.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that students with additional emotional or behavioural needs should receive support to achieve the expected standard of behaviour, and those students who are identified financially disadvantaged will receive additional support. Our behaviour policy must be considered fair by all stakeholders but equally the implementation of it should be differentiated to reflect these needs.

This behaviour policy must be easily understood by our students, their parents and the school staff. This policy should clearly state the School Rules and the framework of rewards and sanctions. We believe that each individual student's behaviour should be monitored and that their parents or carers should be kept informed.

The Governors and the Senior Leadership Team of Admiral Lord Nelson School are committed to maintaining high standards of behaviour in school and will support school staff, parents and students in doing so.

5. Ethos

Admiral Lord Nelson School is a UNICEF Rights Respecting School. This means that the rights of each child as defined in the United Nations Convention on the rights of the child are at the core of our ethos and underpin everything we do.

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (CRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child, regardless of who they are, or where they are from.

Human rights are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere.

The Convention recognises the human rights of children, defined as any person under the age of 18. It is the only international human rights treaty which includes civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood.

The UNCRC is the most complete statement of children's rights ever produced and is the most widely-

ratified international human rights treaty in history. It enshrines specific child rights in international law, defining universal principles and standards for the status and treatment of children worldwide.

We believe that every child has the right to an education which ensures they learn successfully in a safe and secure environment. We have high aspirations for our students and passionately believe in a shared responsibility between parents, staff and students to uphold the rights of all children and strive to encourage a strong moral understanding of our social responsibilities across all aspects of school life.

Admiral Lord Nelson School is at the leading edge of Restorative Practices which is a term used to describe a way of behaving which helps to build and maintain healthy relationships, resolve difficulties and repair harm where there has been conflict.

Restorative practice is based on demonstrating respect for one another, taking responsibility for our actions and developing the skills of the whole school community to solve problems and repair harm.

Using restorative practices develops emotional literacy, responsibility and empathy. It creates a positive learning environment with better attendance, and fewer behaviour incidents. It raises young people's awareness of the impact of choices on others and can minimise the number of punitive consequences.

6. Responsibilities

Admiral Lord Nelson School recognises that all its members have rights. High expectations help to create an outstanding climate for learning where, for all members of the school's community, rights are protected. These expectations are made clear and constantly reinforced during lessons and tutor periods as well as in formal situations such as assemblies.

Students:

- have the right to learn and achieve as highly as possible in an environment that is safe and supportive of their needs, without the fear of being bullied or victimised;
- must respect the school's agreed rules and classroom routines;
- must represent the school to the best of their ability, not bringing it or themselves into disrepute;
- must respect each other and all members of the school community, as well as the environment in which they learn;
- have the right to access effective support strategies and procedures to enable them to learn effectively;
- have the right to receive support in helping them model good behaviour and modify their behaviour should this be necessary;
- must ensure that they are properly equipped for each lesson.

Staff:

- have the right to fulfil their role within the school community, given every opportunity to teach effectively;
- must promote the achievement and welfare of all students in an environment that is safe and supports their needs;
- must implement and manage the school's Behaviour Policy in a fair way, rewarding and sanctioning students appropriately;
- must plan, deliver and monitor a differentiated curriculum that challenges students, using a range of learning and teaching styles;
- must report to parents the attitude to learning and progress made by their child;
- must model and teach respectful and restorative approaches and should have the highest expectations of behaviour;
- have the right to support and to develop skills needed to ensure effective behaviour but also to have the responsibility to seek support should it be needed.

- must pay attention to their self care and take steps to ensure their behaviour and emotional health is such that interactions are positive and do not adversely affect the behaviour of the students

Parents:

- have the right to be informed of the School's Behaviour Policy and are requested to respect it;
- have the right to discuss rewards and consequences applied to their child;
- have the right to be informed about the behaviour of their child;
- must ensure that their child attends school, on time, and encourage them to behave appropriately, focusing on learning at all times;
- must ensure that their child attend school with all the required equipment, in correct uniform, and that they are ready to learn.

7. Consequences

When poor behaviour is identified, consequences should be implemented fairly. Sanctions are used to support students in modifying their behaviour. These can include:

- a verbal warning/reprimand;
- being instructed to move seats;
- completing classwork away from peers;
- detentions;
- School based community service or imposition of a task – such as picking up litter tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges; for example - withdrawn from school events e.g. the Year 11 Prom;
- withdrawal of opportunity to represent the school in sporting or cultural events;
- intensive monitoring of behaviour, eg being on report;
- a period of time of silent supervised work in the Inclusion Room;
- alternative school based exclusion;
- rearranged timetable and/or a bespoke school day (change of hours);
- change of placement, including short term intensive programmes such as "Near to School", run in conjunction with The Harbour School or time spent in our on site Alternative Provision – "Broadside".
- fixed term exclusion;
- permanent exclusion.

8. Rewards

Through the completion of good work, contribution to school and/or community life, and for good behaviour students should achieve success and be recognised and rewarded in a variety of ways. These can include:

- Verbal praise:- public and/or private;
- Comment on examples of good work, attitude, treatment of others;
- Acknowledged improvement during lesson i.e. effort;
- Reward points entered on PARS;
- Through written feedback on ALNS feedback stickers used in all subject areas;
- Communication home – phone calls, postcards, emails, certificates, work published on the school website or in the school magazine, Latitude;
- Public displays – class, departmental; house noticeboards.
- Positive comments via email for staff to share with students in tutor time or during transition times around the school building;
- Awards during house assemblies – such as for "most points".
- Hot Choc Friday – Hot Chocolate with the Head, recognised on Twitter
- Merit and Celebration Assemblies – Merits, Rolls of Honour.

- LORIC awards – for the key ALNS attributes of Leadership, Organisation, Resilience, Initiative and Communication
- House star of the term.

9. Discipline in Schools

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants;
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits;
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school;
- Teachers have the power to impose detention outside school hours;
- Teachers can confiscate students' property.

10. Procedures for staff

It is the responsibility of every member of staff to be prepared to challenge students in relation to punctuality, uniform and behaviour. This includes maintaining orderly corridors during periods of transition and breaktimes. Staff have a duty to be vigilant and challenge unacceptable and inappropriate behaviour around the school in order to maintain high standards and a learning ethos.

The key to success is consistency. This applies to consistency of ethos and values, it does not necessarily mean consistency of actions. Students need to experience fairness in the application of this policy.

11. Choice approach to behaviour

Teachers will promote the Admiral Lord Nelson School Rules (Appendix 1), make use of a variety of positive reinforcement Reward strategies and implement the Choices approach to help create the environment to allow all students to learn effectively.

All sanctions must be explained to the student concerned and should be phrased around the common language of a breakdown or lack of understanding about agreed rights, respect and responsibility. Any sanction imposed must be 'reasonable in all circumstances and account must be taken of the student's age, any SEND they may have, and any religious requirements affecting them.'

The school will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

12. Detentions

Teachers have a legal power to put students in detention and parental consent is not required. For detentions longer than 20 minutes in length the school will always aim to inform parents at least a day in advance. Whole class detentions are not to be issued.

13. Inclusion Room

Referrals to the Inclusion Room will be made by the Head of House or a member of the Senior Leadership Team in consultation with the Assistant Headteacher; Student Achievement. The Inclusion Room is staffed and overseen by the Inclusion Manager. Students will be required to hand over their mobile phone for the time they spend in the room. This will involve intensive monitoring of a student during the school day, along with restorative work or time spent developing SEAL (social and emotional aspects of learning) skills as appropriate. Students will complete work provided by their

normal class teachers. Behaviour and work completion rate will be reported back to the Head of House or Assistant Headteacher: Student Achievement who will decide whether more time needs to be served in addition to that given as the original sanction.

Students can be sent to work in the Inclusion Room without the need to inform parents to enable the school to maintain an orderly climate.

The Senior Inclusion Assistant team will oversee the organisation of school work and will make provision for time to eat or use the toilet.

The length of time spent in the Inclusion Room may vary from a single lesson to a number of days depending on the seriousness of the behaviour that resulted in the student being placed in the room. It is likely that if the Inclusion Room is unsuccessful in addressing a student's contravention of the Behaviour policy and School Rules an exclusion or Alternative School Based Exclusion (to another school's Inclusion Room) may be implemented.

Should a student refuse to go into the inclusion room, they will be allowed a short amount of "take up time" and continued failure to comply will result in an exclusion with the inclusion day taking place on return to school.

14. Exclusion

It may be necessary to exclude students for a fixed period of time, or permanently, if other sanctions do not bring about the required change or for a one-off serious event. Sometimes this takes the form of an "alternate exclusion" where the student is required to work in the Inclusion Room of another school. Exclusion is our most serious sanction and is used as a last resort.

15. Students conduct outside of the school gate

Teachers have a statutory power to discipline students for misbehaving outside of the school premises including:

- when a student is taking part in any school organised or school related activity;
- travelling to or from school;
- wearing the school uniform or in some way identifiable as a student of Admiral Lord Nelson School.

The school reserves the right to sanction a student's behaviour, whether or not the conditions above apply, if that behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

16. Confiscation of items

Members of staff are able to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. Weapons, knives, stolen items and illegal substances will be handed over to the Police. Lighters, matches, tobacco products and high energy drinks may be disposed of at the discretion of staff. Students who have their mobile phone or items of jewellery repeatedly confiscated will only have them returned to a parent or adult responsible for them. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

17. Searching

School staff can search students with student consent for any item.

The Headteacher and staff authorised by them have a statutory power to search students, their possessions or locker, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

School staff will seize any prohibited item found as a result of a search. They will also seize any item which they consider harmful or detrimental to school discipline.

The school reserves the right to search through a student's mobile phone if it has been seized in a lawful "without consent" search (and) is reasonably suspected of being, or being likely to be used to commit an offence or cause personal injury or damage to property.

Staff should not access data on an electronic device without student permission but, if concerned about possible content on such items, should refer to the Headteacher (or to a member of staff authorised by the Headteacher) or the Designated Safeguarding Lead as appropriate. These staff can examine or erase device contents with "good reason" outlined by the DFE as reasonably suspecting that the data or files on the device have been or could be used to cause harm, to disrupt teaching or break the school rules.

If it is found that there is inappropriate material on the device it is up to the Headteacher and/or staff authorised by them, to decide whether to delete it or to keep it as evidence to be passed on, if necessary, to the Police.

18. Power to use reasonable force

The legal provisions on school discipline provide all members of staff with the power to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable force can be used to conduct a search without consent for prohibited items. Reasonable force cannot be used to search a student for an item banned under the school rules. If a student refuses to agree to a search where a member of staff has reasonable cause to believe that they are withholding an item which has been used in contravention of the school rules, then they will receive an appropriate sanction.

19. Malicious allegation against a member of staff

A student found to make a wrongful allegation against a member of staff may be excluded from the school. The circumstances will be investigated fully and the Headteacher will decide if the exclusion is to be for a fixed term or on a permanent basis.

20. References

- Behaviour and discipline in schools - Advice for headteachers and school staff, DFE January 2016
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies, DFE January 2018

- Use of reasonable force - Advice for headteachers, staff and governing bodies, DFE July 2013
- Dealing with allegations of abuse against teachers and other staff - Statutory guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools, DFE October 2012
- Keeping children safe in education - Statutory guidance for schools and colleges on safeguarding children and safer recruitment, DFE September 2020
- Equality Act, 2010

21. Appendices

- Appendix 1 – School Rules 2020/21

22. Monitoring

The Policy is reviewed every year by the Senior Leadership Team and Governors as part of the self-evaluation cycle. Appropriate action is taken if changes are required.

23. Other relevant policies

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Equal Opportunities Policy
- SEND Policy
- Malicious Allegations against staff Policy (Trust policy)

APPENDIX 1 - ADMIRAL LORD NELSON SCHOOL RULES 2020/21

All students have the right to achieve their personal best, in an environment where mutual respect is evident, and where all students recognise their responsibility for the welfare of others.

*Article 28 of the UN Convention on the Rights of the Child
Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.*

This is not a comprehensive list but includes the main rules of the school.

We ask students to remember the following rules of the school.

'To be **ready to learn**; be **respectful**; and be **safe**'

These rules extend to students making their way to and from school, when representing the school and on school trips and visits.

Ready to Learn

Students will:

- attend school and lessons punctually and attend school every day aiming to achieve in excess of a 96% attendance rate for each academic year;
- wear the correct school uniform and ensure they are properly equipped for school;
- promptly get their equipment and books out so they are ready to learn at the start of each lesson, unless directed differently by their teacher;
- remove outside coats, jackets and other items of non-school uniform inside the building. They must be put in lockers or carried over the students' arms as they move around the building;
- complete Independent Learning tasks 'beyond lessons' to the best of their ability;
- not use mobile devices in lessons unless the member of staff has given permission for their use as it will contribute to their learning;
- not eat or drink (other than water in a bottle) during lesson time or in corridors. Chewing gum and high energy and/or caffeine drinks are banned;
- use the toilet facilities during break times only or when given permission to leave the lesson to go to the toilet in an absolute emergency.

Being Respectful

Student will:

- listen to and follow instructions, allowing staff to teach;
- be silent for the register;
- put their hands up and then wait if they wish to ask questions during lessons;
- respect the school and classroom environment e.g. put rubbish in bins;
- respect that peoples' opinions may be different to their own;
- show respect and courtesy towards other students, school staff, outside visitors and all members of the local and worldwide community;
- respect their own and others' achievements and take responsibility for their choices allowing school to be a positive, safe and inclusive environment;
- demonstrate tolerance and awareness of others no matter what their ethnic origin, background, gender or sexuality;
- respect and uphold other students' rights;
- use the technology at school for learning, use all equipment properly and not interfere with the work or data of another student;
- keep mobile phones on silent during the school day and only make or answer calls and messages outside of the school day. This includes the use of social networks and messagin

Being Safe

Student will:

- follow the instructions and directions of staff;
- not bring into school any of the following items; knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, high energy/caffeine drinks, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student);
- respect the one-way system by walking up the inside stairs and down the outside stairs, being dismissed through the back door of the classroom at the end of lessons;
- move around the building in a safe and respectful manner;
- travel safely to and from school obeying the highway code,
- adhere to the expectations made clear in the bike permit application if students choose to cycle to and from school which includes the wearing of a bike helmet.
- make their way quickly and quietly to their muster points in the event of the sounding of a fire alarm; also responding appropriately to any shelter or lockdown alarm sounded.
- be responsible regarding the use of their mobile devices and not find, create or send information that might be harmful, inappropriate or hurtful to themselves or anyone else;
- only take photos and record sound or video when instructed by a teacher as part of their learning in lessons;
- seek permission from individuals involved prior to taking photos, recording sound or videoing them (including teachers);
- be respectful in how they talk to and work with others online and never write or participate in online bullying.

APPENDIX 2 - ADMIRAL LORD NELSON SCHOOL REWARDS AND CHOICES 2020/21

ALNS operates a Rewards and Choices approach to student behaviour.

Student Behaviour - Expectations

Teachers set their expectations with students at the beginning of the school year, and remind students of them frequently. Students are encouraged to exceed these expectations throughout their lessons in order to learn to the best of their ability and to support the learning of others.

Rewards

When a student meets or exceeds the teacher's expectations, the teacher has the ability to reward students using a system of Reward points. These reward points can be given per lesson for work, attitude or conduct that is above and beyond expectations. Students points are shared regularly and praised through assemblies and end of term celebrations. This is shared with parents through INSIGHT.

Procedure

1. Reward Points should be logged onto PARS as they are issued, and good behaviour for learning recognised and celebrated.
2. Supply teachers should use the sheet provided in their pack to log reward points and should hand it to the Curriculum Leader at the end of the lesson for action.

Choices

When a student is not meeting the teacher's expectations, they will be given three chances (Choices) each lesson to modify the behaviour that is stopping them and/or others from learning. Inappropriate behaviour can range from not being prepared for the learning process (e.g. not having a pen) to low level chat, off task talking or breaking a school rule. The chance to modify the behaviour is a conversation with the teacher about making the right choice, either as a class or as an individual, to get it right.

Procedure

1. Where inappropriate behaviour is present, the teacher should talk to the student about their behaviour and learning, and expect them to take responsibility for their learning (Choice 1).
2. If the inappropriate behaviour continues, the student should again be spoken to and the issue discussed with them. This may, for example, lead to them being asked to move seats within the class to help their behaviour improve and allow them to take responsibility for it (Choice 2).
3. If the inappropriate behaviour continues, the teacher will send the student to the Curriculum Leader or to another nominated teacher. The sanction for the inappropriate behaviour will be agreed by the class teacher and the Curriculum Leader, and should involve contact being made with parents either by the class teacher or the Curriculum Leader (Choice 3).
4. If the student refuses to go to the Curriculum Leader, the callout button on pars (a yellow triangle on the top tab) can be pressed to request assistance. This alerts reception who will coordinate a member of staff to attend the lesson to support.
5. Choices used by students must be logged on PARS by the class teacher. For a Choice 3, details of the incident must also be included and copied to the Curriculum Leader and to the Head of House. The same applies if an Emergency Call out has to be called. It is important to note that Emergency Callout itself is NOT a sanction and should be followed up with appropriate action.
6. Supply teachers should use the sheet provided in their pack to log Choices and should hand it to the Curriculum Leader at the end of the lesson for action.