

# Behaviour for Learning Policy



**John 10:10 'I have come that you may have life and have it to the full' At Altwood this means: I am Known, I am Valued and I will Succeed.**

This policy was approved and ratified by the Governing Body of Altwood Church of England School on

Approved: Governors

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Approved: Cath Harden, Headteacher

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This policy will be reviewed if there is a need for information to be updated.

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# 1. Introduction and Context of the Policy:

## 1.1 Altwood School Vision

- To offer an outstanding education for our students and prepare them for successful, independent lives in the 21<sup>st</sup> Century.

## 1.2 Altwood School Mission Statement

- To be a high achieving academic community where every student is Known, Valued and Successful.
- To identify and develop the full potential of every member of our community and give them the skills and qualifications they need to achieve their ambitions.
- Do this within the context of the culture and values of the Christian faith emphasising the strong moral and spiritual values shared with other faiths.

## 1.3 Context:

- Altwood School is committed to creating an environment where exemplary positive behaviour is at the heart of productive learning and development as part of a cohesive school community. Behaviour, well-being and learning are inextricably linked and it is therefore of great importance to highlight the promotion of all three.
- Positive relationships are at the centre of what we do as adults in education. It requires us to take the initiative to form, build and enhance them, reconciling where necessary and being relentlessly positive.
- All in the school community are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- Students' behaviour, safety and welfare are the responsibility of all adults who work in the school community at all times.

## 1.4 Scope:

- The policy applies to:-
- All year groups
- Every school day, all of the school day
- Extra-curricular activities
- The journey to and from school
- The entire duration of any trip
- Any behaviour outside of school that affects the well-being, reputation, safety, welfare or happiness of members of the school community
- The policy should be read in conjunction with the other school policies, with particular focus of those around safeguarding and learning.

## 1.5 Our Positive Behaviour Approach:

- As a Church of England school, every individual is valued; therefore, behaviour negatively affecting others is unacceptable and must be dealt with as such.
- Our John 10:10 ethos of "**I have come that you might have life and have it to the full**"  
At Altwood this means, I am known, I am valued, I will succeed.
- Positive behaviour should be rewarded with praise and recognition.
- We do not accept intolerance.
- All staff, students and visitors should enjoy a safe, stimulating and happy learning environment.
- Every member of the school community has a responsibility for behaviour.

## 1.6 Policy Aims:

This policy aims to draw together the various strands of positive behaviour management in school, and:-

- Create, maintain and enhance a whole-school positive culture towards behaviour
- Reinforce positive behaviour and actively recognise positive behaviour within our community.
- Define the roles and responsibilities of members of the school community
- Facilitate a consistent approach from staff and students towards behaviour for learning and well-being and provide guidance upon the implementation of it.

- Provide guidance and support for staff when dealing with inappropriate behaviour so that actions are proactive where possible, and solution focused.
- Facilitate better Engagement 4 Learning from, and greater progress by, students.
- Achieve greater happiness for staff and students.
- Ensure all are treated fairly and equally, being shown respect.
- Promote positive relationships, restoring them where necessary.
- Avoid giving recognition, importance and status to students not meeting behaviour expectations.
- Encourage self-discipline, independence and resilience rather than blind compliance.
- Help students to take responsibility for their behaviour and its consequences.
- Build a whole school community that values and praises behaviour that goes above and beyond basic expectations, for example when we see kindness, care, compassion, good humour, obedience to reasonable instructions, reconciliation and empathy for others.

## **2 Roles and Responsibilities:**

### **2.1 Senior Leadership Will:-**

- Be a visible presence around the school, especially at break and lunch times, and at times of mass student movement.
- Celebrate behaviours that go above and beyond expectations.
- Regularly share good practice and encourage collaboration between colleagues.
- Provide CPD and training opportunities to support colleagues to improve their effective dealing with negative behaviour.
- Track data to intervene and focus offers of training.
- Support middle leaders in intervening with students who exhibit more challenging, complex or entrenched behaviour outside of expectations.
- Intervene with praise wherever possible, as well as supporting colleagues with students who have not met expectations.

### **2.2 Middle Leaders Will:-**

- Not be expected to deal with behaviour referrals in isolation; they should stand alongside colleagues to support, guide, model and show a united consistency to students.
- Be a visible presence in the Department / House to encourage positive behaviour, especially during lesson changeover, break and lunch times.
- Regularly praise and celebrate staff and students whose efforts go above and beyond expectations.
- Support colleagues in returning students to learning, including through reconciliation where necessary.
- Share good and positive practice.
- Identify staff training needs, and target intervention to support improvement.
- Use data and information both to target and to analyse the impact of interventions, including the use of outside agencies.
- Heads of Department will ensure that subject specific expectations around positive behaviour and welfare are clear, visible, understood and implemented consistently.
- Heads of House will refer to outside agencies (proactively where possible), including those offered by the relevant local authority, where this is considered necessary or effective in driving up standards.

### **2.3 All Staff will:-**

- Use a trauma informed approach when dealing with behaviour.
- Display a consistent approach towards behaviour and well-being management (including consequence and classroom approach), in line with this, and other school policies.
- Use praise to celebrate and promote positive behaviour.
- "Meet and greet" students at the start of lessons, insist on students lining up outside the classroom with uniforms correct before entry.
- "End and send" at the end of lessons, ensuring students are in full uniform, meet appearance expectations and leave in a calm manner.
- Engage in a restorative approach to resolving behaviour and well-being issues.
- Take all reasonable steps to ensure that students are safe and secure.

- Praise in public, reprimand in private where possible and appropriate.
- Complete allocated rota slots to support centralised detentions throughout the year.

## **2.4 Tutors will:-**

- Know their tutees.
- Be aware of the importance of their role in securing the success of this policy in achieving its aims.
- Develop enhanced relationships with students to assist with identification of contextual factors that could impact on behaviour and well-being, effective timely and proactive information sharing with colleagues, and restoration of relationships.
- Address uniform concerns and make contact home to ascertain reason and time scale of adapted uniform.
- Raise with HOH any ongoing concerns and gain HOH written permission for adapted uniform, including a limited timescale.
- Support high attendance.
- Use ClassCharts to promote good behaviour, praise and remind of detentions.

## **2.5 The Safeguarding Team Will:-**

- Ensure the Safeguarding Policy is followed, particularly with reference to students' behaviour and well-being.
- Intervene where students are at risk due to their own or others' behaviour as soon as is possible once made aware of the risk.
- Enhance the positive culture of safeguarding in the school community to ensure that behaviour does not place people at risk.
- Be proactive in safeguarding our community.

## **2.6 All Students Will:-**

**Always wear the correct uniform** (see separate uniform policy) and follow the "School Rules" below:

- **Safe**
- **Ready**
- **Respectful**

These rules listed above will be the students' "School Rules". All specific behaviours that departments and staff deem as unacceptable must be linked to one of these three points. Students displaying behaviour not meeting these expectations will have action taken to support, and prevent a repeat of the displaying behaviour. Any behaviour outside of school that affects the well-being, welfare or happiness of students in school can also be sanctioned.

Further detail regarding these rules can include:-

To **Be Safe**, students should:-

- think before they act.
- follow instructions and take responsibility to think and act independently to maintain own and others' health and safety, including informing a trusted adult of any safeguarding concerns.
- use social media, the internet and technology responsibly and effectively to avoid placing themselves or others at risk.
- Not antagonise, discriminate or harass others through words or actions.
- Leave valuables at home as the school is not responsible for them.

To **Be Ready**, students should:-

- learn through engagement in lessons.
- achieve in assessments and exams.
- work to the best of their abilities.
- develop skills and talents.
- be a responsible student.
- communicate effectively.
- receive praise and praise and celebrate achievements of others.
- attend school and all lessons punctually with all required equipment and full school uniform, worn correctly.
- have their phones or other electronic devices switched off and locked in their yondr pouch between 8.15am and 3.10.
- meet school, department and staff expectations.
- follow all reasonable staff requests.
- enter the classroom calmly, with a focus on the learning ahead.
- write down the date, WALT and lesson title in exercise books.
- engage in the "Do now" task at the beginning of the lesson.

Students should **Be Respectful**:-

- to each other.
- to each other's families and friends.
- to staff, including following instructions.
- to visitors.
- to the physical school itself.
- to the local community and the environment.
- in their choice of appropriate language and tone.
- in listening to others.

Actions that negatively affect the welfare and happiness of others would be considered unacceptable, including malicious allegations against others.

### **3 Altwood School Consistencies:**

Adults' behaviour, as well as the application of procedures, is crucial in fostering positive behaviour from all members of the school community.

True consistency comes from the determination of all adults to apply the aspects of this policy.

The consistent approach should reverberate through all interactions between staff and students.

Where students feel known and are treated as valued individuals, they respect adults, accept their authority and develop positive relationships.

#### **3.1 All Staff should:-**

- Refer to "Safe, Ready, Respectful" when praising or challenging behaviour.
- Praise regularly.
- Provide written and verbal praise home each week. (This can include through ClassCharts)

#### **3.2 Staff Who Promote Positive Behaviour Effectively: -**

- Deliberately and persistently notice and praise positive behaviour and that which goes "above and beyond" expectations.
- Empower students to self-regulate behaviour.
- Know their classes well, developing positive relationships with students around the school.
- Role model the positive behaviours they want to see from others.

- Sustain and project a passion for their subject.
- Relentlessly work to build trust, even where it has previously been broken.
- Demonstrate care and compassion.
- Utilise the CALM technique:
  - Connect – tune into a student’s feelings,
  - Acknowledge – name to tame the behaviour,
  - Limits - Clearly and respectfully communicate boundaries and expectations,
  - Make a plan - develop a solution or a plan of action that addresses the situation and respects the established limits.

## 4 Recognition and Praise:

Reciprocally productive relationships are central to positive behaviour and well-being. At Altwood School, we acknowledge and reward students who meet and go above and beyond our high behaviour expectations. The impact of the use of praise in creating a positive atmosphere in the classroom, the playground and the whole school must not be underestimated. The ratio of 5:1 (praise:sanctions) is a minimum expectation on adults in the school community.

There are many ways to recognise positively those students who go above and beyond expectations, including:-

- Verbal praise, publicly where possible.
- Written comments on student work or in student handbook.
- Contact home via: - telephone calls, e-mails, letters, postcards or face to face meetings.
- Positive recognition: - names written on whiteboard.
- Additional responsibilities.
- Assemblies.
- Issuing of House Points via ClassCharts.

End of term assemblies celebrate the successes of tutor groups, individuals and the House. They recognise success in terms of House Points, attendance, punctuality, House competitions and the House Cup. Our rewards assemblies also acknowledge community values and recognition once per half term.

The key elements of the rewards and praise framework are:-

- Success to be celebrated as often as relevant, meaningful and possible – teaching and support staff are encouraged to praise.
- Every member of staff to praise in every lesson and meet at least a 5:1 ratio (praise:sanction).
- Going over and above expectations by being polite, kind, compassionate, caring, independent in learning and committed to school self or the community to be rewarded.
- Tutors will celebrate and share achievements of the tutor group with their tutees and Heads of House.
- There will be regular celebrations of success in House assemblies.
- House points, written and verbal praise and contact home to be recorded on SIMS/ClassCharts
- Middle leaders will share achievements and successes, as well as above and beyond behaviours with Senior Leadership.

At the end of the academic year a Rewards Day will celebrate the achievements of students across the school, and the House gaining the most House Points will be awarded the House Cup.

## 5 Managing and Modifying Negative Behaviour: -

**5.1 For most students, a small-scale intervention is all that is required to ensure positive behaviour and engagement for learning. Whilst there are occasions when it is necessary, every minute a student is out of a lesson impairs their learning. Thus, positive engagement and behaviour from students, with an inclusive aim is the primary aim of consequences. Consequences: -**

- All consequences must be reasonable and proportionate.
- Whole class consequences should be avoided.
- Unless new evidence is presented, or a misunderstanding has occurred, consequences should not be cancelled.
- Altwood school uses a centralised detention system. These are initially set for 20minutes on either a Monday, Wednesday or Friday. These can be changed/increased to 40min or 60min detentions for non-attendance or multiple incidents.

Reasons for a centralised detention:

- Persistent lack of work completed in a lesson
- Defiance – refusal to follow basic instructions
- Sent to Cool Off room
- Rudeness – answering back
- Disrupting the learning of others
- Persistent disruption in class
- Poor behaviour during break or lunch
- Casual swearing

Failure to attend will mean the detention will increase to 40 minutes and then 60 minutes for three failed attempts at sitting the detention.

Anyone who persistently fails to attend detentions will be issued with a Senior Leader Detention which will last for an hour. All detentions will be set on ClassCharts. Staff will not be required to phone or email parents to confirm detentions. These will be visible on both the student and parent App.

You will be able to see the detentions of your child on ClassCharts. Choose the **Detentions** tab when viewing pupils.

Selecting this tab will display a list of **detentions** which have been set for your child

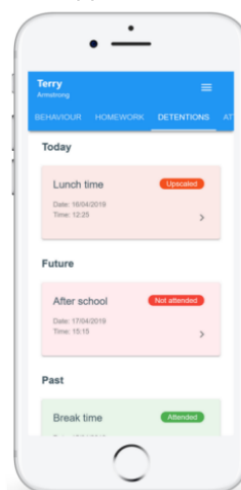
Detentions fall under 4 categories: **Attended**, **Not attended**, **Pending** and **Upscaled**.

**Attended:** Your child has sat this detention.

**Not attended:** Your child did not sit this detention.

**Pending:** This detention has not been sat yet.

**Upscaled:** Your child's detention has been escalated into another type of detention.



Failure to turn up to a Senior Leader Detention will result in a day in isolation (9:10am – 4:10pm). This will be communicated home by a member of the support staff following non-attendance at the Senior Leader detention.

Teachers may still set detentions at break and lunch for minor infractions. The pastoral team may set longer sanctions following investigations into more serious incidents. The centralised system is mainly for poor behaviour in lesson time or minor incidents during social time.

Teacher Detention (break or lunch)

- Late to lessons
- Lack of homework
- Low level disruption in class
- Chewing gum

More serious sanctions:

- Swearing at staff
- Aggressive behaviour towards students or staff
- Fighting
- Persistent defiance or refusal to follow instructions
- Persistent call outs to be removed from a lesson

\*These lists are not definitive and are just to give some examples.

## 5.2 Reports

- A student can be placed on to report with their Tutor, a Support Tutor, Head of House, Head of Department or SLT. This should be for a fixed period of time, which could be extended if targets are not met, but should not be kept active indefinitely. This can be an opportunity to praise positive behaviour. Parents / carers should see and sign the report each day, along with the relevant member of staff.
- A student who is on report can be set a fixed number of minutes at the end of the day for each "N" achieved in not meeting targets during the day. If a student catches the bus, the arrangement may have to be modified with parents / carers.

If detentions or other consequences are repeatedly not served, then the relevant Head of Department, Head of House or Senior Leader can direct the student to be out of lessons in subject isolation or school isolation until either the consequence is served, or a face-to-face meeting with parents is completed.

### 5.3 Classroom Approach: To be conducted using positive framing and deliberate calmness.



#### We are Safe, We are Ready, We are Respectful: Classroom Approach

Celebrate 'Above and Beyond' behaviour; remember to award House Points.

##### Script

**1. First Warning** – We are Safe, We are Ready, We are Respectful.  
 "Your current behaviour is not .... (refer to our school rules and explain the reason)"  
 "What I want to see is ....." (state expected behaviour)  
 "I will give you time to reflect so you can avoid a Second Warning."

##### Actions

Use of positive framing (if appropriate).  
 Praise the pupil for getting it right (if appropriate).  
 Praise others for their expected behaviours, award house points.



**2. Second Warning** – We are Safe, We are Ready, We are Respectful.  
 "This is the second time that I'm talking to you about not meeting expectations"  
 "Remember you should be ....." (state expected behaviour)  
 "You now need to move seat or ... "You now need to step outside"

Move student to an alternative seat/position in the class (limit disruption) or give the student time outside the door of the classroom. Speak to student within 2minutes and give clear expectations of their return to the classroom.  
**Behaviour Point** given for the behaviour demonstrated.



**3. Third Warning** – We are Safe, We are Ready, We are Respectful.  
 "This is the third time I am talking to you about not meeting expectations."  
 "This now means you will spend the rest of the lesson in the cool-off room."

Removal from lesson(s): Inform student of the location of the cool-off room. Give them work to take with them. HOD to be informed of the use of the cool-off room.  
**Detention Set** for 20minutes after school. Action on Class Charts.



Failed response to go to cool-off room. MBWA must be called.

Escalated consequence – increased time in centralised detention (40 or 60 minutes), period of time spent in the Isolation room.

##### Subsequent restorative discussions (Staff member/HOD/HOH):

HOD discussions can be part of follow up. HOD can also set departmental reports for students (if appropriate). HOD should raise any ongoing departmental concerns with HOH for further support/investigation – this could lead to parental meetings, a Tutor or HOH report.

#### 5.3.1 Escalated Consequences:

- 1. Isolation from lesson(s):** students can be escorted to the departmental "Cool-off" rooms for the remainder of the lesson. Refusal to accept this consequence will result in the "On-Call" member of staff being asked to attend (See MBWA/On Call procedure). This can result in a period of isolation from the teacher's lessons, subject or all lessons in the Isolation Room (Independent Work Zone) for a period of time. Students will still be included in education by being set appropriate work.
- 2. Exclusion from school:** if the student fails to engage, then the headteacher could decide to implement a Fixed Term Transfer or Fixed Term Exclusion from school for a specified period of time. This can be a stated number of days, a stated number of days whilst an investigation takes place (which may result in further consequence), or Permanent Exclusion from the school. Students will still be included in education through the setting of appropriate work and communication between the school and the student / parent(s) / carer(s).

#### 5.4 Out of Classrooms/Lessons:

The principles of the classroom approach should be followed as far as is possible. Before escalating to a consequence, use professional judgement and the CALM approach to determine whether the matter needs to be resolved immediately, or whether the student will be able to engage effectively in learning in the subsequent lesson, and meet the expectations of the school. The office can be contacted to request support from a Middle or Senior Leader. Reasonable adjustments should be made for students with SEND.

#### 5.5 Behaviour in Isolation Room (Independent Work Zone):

- Planned attendance is 9:10am – 16:10pm.

- Time in Isolation can be used because a student is repeatedly failing to follow expectations, or for more serious behaviours.
- Whilst being named the isolation room, it is a form of inclusion as it prevents an exclusion and begins the restorative process.  
The time should be used to ensure that a student can continue with work set from lessons, reflect on their actions and to begin the process of restoration.
- Student support mentors and other members of the pastoral team will support the isolation room.
- The isolation room may be used to house a student allocated to Ready to Learn at times.
- Some students who are isolated from lessons may spend their time in isolation not in the isolation room, but working with a member of staff elsewhere. The same code of conduct applies to them there as it would do in the isolation room.
- The isolation room, as part of the Inclusion Team has access to subject resources, textbooks, and workbooks. Work will be requested from subject teachers to cover for missed lessons.
- Students in isolation will be asked to bring a packed lunch. Those with access to Free School Meals will be able to order a lunch at the start of the day.
- Break and lunch times will be spent in the isolation room. Movement breaks will be provided at different times.
- Students in isolation where their placement there has been planned will attend school from 09.10am – 4.10pm, to break the routine of arriving at and departing from school with peers.
- A stricter code of conduct exists in isolation:-
  - Follow the School Rules: Safe, Ready, Respectful
  - Mobile phones should be in Yondr pouches (November 2025)
  - Remain silent.
  - Complete work to the best of your ability
  - Remain seated in a safe and proper manner, facing forward in your booth
  - Have all necessary equipment on your desk
  - Raise your hand to inform the member of staff supervising of any support needed.
  - Food or drink can only be consumed during break and lunch allowed in the isolation room.
- Failure to meet the expectations above will lead to a further consequence, for example contact home, repeated isolation, suspension, escalated consequences.

## 5.6 Fixed Term Transfer:

- The Headteacher can decide to implement a period of time for a student to spend being supervised by the headteacher of a partner school in Fixed Term Transfers (including but not limited to Cox Green Senior School, Furze Platt Senior School, Holyport College, Newlands and The Piggot)
- In this case, agreement will be reached between the offices of the two headteachers.
- Work will be set by the school and delivered to the partner school for the student to complete during the Fixed Term Transfer and returned to Altwood once completed.
- Arrangements for travel to and from the school will have to be made by the student's family/guardians.
- Start and finish times will be made in conjunction with the partner school as best fits their circumstances.
- If the student requires SEND support, arrangements will be made regarding this; this may include use of a TA or extra scaffolding around work, as examples.
- Altwood School will also receive students from the partner school under the same arrangements.
- Refusal to accept a Fixed Term Transfer arrangement, or not meeting the school's expectations during an FTT will result in further consequence.

## 5.7 Suspensions:

- Decisions to suspend students from school for a fixed period of time are not taken lightly.
- Altwood School will do what it can to ensure that students are included in education, but we accept that there are times when a Suspension must be applied.
- Suspensions will be considered (not automatically applied) when there is a serious behaviour incident, including failing to meet the code of conduct whilst in isolation and not following our school rules.
- In most cases, suspensions will last no longer than 5 days. The need to keep suspensions short where possible is fully respected. Work will be provided for lessons missed due to the suspension, and the school will comply with legal obligations regarding suspensions.
- The pastoral team will carry out all investigations relating to an incident, and recommend a suspension to the Headteacher where appropriate. It will then be the Headteacher's decision to impose a suspension.
- On occasion, if new evidence comes to light, a suspension may be extended. The Headteacher will seek to meet with the student and family during this period. This will only happen if new evidence comes to light with

regard to the seriousness of the issue, frequency of it, or a new issue being linked to it.

- Students will engage in a reintegration meeting prior to their return to lessons at school.
- Students will not be reintegrated without parents / carers presence other than in exceptional circumstances. The focus of the meeting is to restore relationships, ensure that the student understands why the exclusion has taken place, discuss what steps will be implemented following the exclusion to support the student in improving choices on behaviour, and discuss further support and potential consequences of repeat behaviour, as appropriate.  
Meetings will include the Head of House and a Student Support Mentor. Members of the Senior Leadership will be present when required and appropriate.
- Students will spend their first two periods in school in Ready to Learn: reflecting on their behaviour, handing in completed work, discussing any support required, completing work from that day's lessons and showing that they will be Safe, Ready and Respectful.
- Students will also complete education packages linked to their suspension. This will be supported by a member of the inclusion team. Completed education packages will be kept on the student's file.

## 5.8 Permanent Exclusion

- Permanent exclusion is the most serious consequence that the school can impose.
- Permanent exclusions would be for disciplinary reasons only.
- "A decision to exclude a pupil permanently will only be taken:-
  - o in response to a serious breach or persistent breaches of the school's behaviour policy **and**
  - o where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school" (DfE "Exclusion from maintained schools, Academies and pupil referral units in England 2012", and the government consultation 2017:  
"[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/630169/Exclusion\\_Guidance\\_consultation\\_response.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630169/Exclusion_Guidance_consultation_response.pdf)")
- The school will endeavour to work with the relevant local authority to ensure that the best future provision possible for the student is put in to place.

## 5.9 Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and Behaviour Contracts

- For students for whom behaviour issues persist, the school may choose to implement one of the items listed in this section title.
- IBP or positive behaviour plans: - a plan to make clear the expectations on students, and actions the school will take to help the student to meet them. This may include specific arrangements around consequences, support, and adjusted strategies. The plan would be in place for a finite time, with a scheduled review. Failure to improve after two reviews would see a student move to a PSP.
- PSPs:- Similar in many ways to the IBP, but inviting the written views of parents and child before the meeting, and potential for involving more external agencies in providing support to help the student to make better choices. Interventions may include counselling, involvement of SENDCo, Educational Psychologist, and Managed Move amongst others.
- Behaviour Contract or parttime timetables: A short document making clear what the student must achieve to enable them to be in all lessons, benefiting from a full inclusion in all lessons. Should be underpinned by 'Be Safe, Be Ready, be Respectful', but may include other specific actions regarding being on report, arrangement around break and lunch times, start and end times to the day, and other strategies.

## 6 Behaviour Incidents:

### 6.1 Serious Behaviour Incidents

Serious behaviour incidents can lead to consequences being implemented before all of the steps listed above in Section "5. Managing and Modifying Negative Behaviour" have been employed. Immediate support from relevant staff can be sought through the school's "On Call" procedure (see below) if there is an urgent need. SLT will be informed via Heads of House, who would need to be made aware of the behaviour and any actions taken up to that point. The following serious behaviours will be referred to SLT (or the headteacher), with supporting documentation (including witness statements and actions taken) and a recommendation for relevant consequence:-

- Violence, including minor assaults or fighting and threats of violence
- Failure to comply with a reasonable request from the member of staff "On Call" or a member of SLT.
- Malicious communications, including electronically
- Breaches of health and safety or safeguarding expectations

- Verbal abuse of staff, other adults or students
- Use, or possession, of offensive weapon
- Bullying, including cyberbullying
- Possession, supply or being under the influence of illegal or abusive substance, including tobacco, nicotine and alcohol
- Threatening or intimidating behaviour
- Sexual misconduct
- Theft
- Discrimination
- Extortion
- Bringing the school into disrepute
- Willful damage to property  
Dangerous behaviour, including the misuse or tampering with health and safety equipment e.g. fire alarms or extinguishers
- Malicious allegations
- Hacking or other activities that compromise the integrity of the computer network

## 6.2 Specific behaviour examples include, but are not limited to:-

- **Smoking:** Smoking is not safe at school. Any student smoking, found in possession of smoking paraphernalia (including e-cigarettes and vapes and whether their property or not) or in association with others who are smoking in uniform will face a suspension from school. A repeat offence will see the student facing a longer suspension, and a third offence will mean that the headteacher will consider permanent exclusion. Support will also be offered to help with any issues linked to addiction.
- **Fire alarm:** Setting off an extinguisher or alarm without due cause is not safe behaviour. A deliberate and unnecessary activation of a fire alarm or fire extinguisher will lead to the headteacher considering a permanent exclusion
- **Vandalism:** Any form of vandalism, including graffiti shows a lack of respect to the school community, and will result in students being asked to rectify the damage, asked to pay for repair, engage in community service by way of restoration, and will risk permanent exclusion.
- **Litter:** Students should demonstrate their understanding that litter dropping shows a lack of respect for the school, its community and the environment by picking up litter during lunch time.
- **Uniform and appearance:** Students meeting the school's uniform and appearance policy are demonstrating that they are ready to learn. If a student is unable to wear the correct uniform appropriately, they must have a note from home to be signed by their tutor before 9.10am. Students will be offered the opportunity to borrow correct uniform from Student Reception, or contact will be made with parents /carers for the student to have correct uniform delivered to school or to go home and change into the correct uniform. Refusal to wear correct uniform will result in a consequence agreed by the pastoral team.
- **Use of mobile phone or similar technology:** Altwood C of E School respects the desire of parents / carers to have their children in possession of a mobile phone to communicate with them on the way to or from school. Use of this equipment during the day would suggest students not being ready for learning. Therefore, such equipment needs to be switched off, locked in your Yondr pouch and kept in a bag or pocket and not used whilst at school at all, unless with the express permission of a member of staff. If a student is seen with such technology, then it will be confiscated and held at Student Reception for parent(s)/carer(s) to collect during the opening hours of Reception.
- Deliberate damage of Yondr pouches will result in a behaviour consequence.

## 7 MBWA (Monitoring By Walk About) and "On Call":

- Staff with "MBWA" on their timetables will be expected to have their radio in their possession or collect a radio from Reception and have it switched on during the designated hour and engage in activities linked to the quality assurance around teaching and learning and positive behaviour management, as directed by SLT. They will be available to be called by radio to assist with an "on call" incident during that hour.
- Staff allocated to MBWA should make themselves aware of the MBWA protocol, found on the s:drive.
- The focus of MBWA is on taking details of positive practice witnessed and positive student conduct.
- Assistance can be sought to deal with serious behaviour incidents (see Section "6. Serious Behaviour Incidents"). A member of support staff or a student will alert the office to the need for On Call, and the member of staff on MBWA (or another member of staff as appropriate) will attend as soon as possible.
- Reasonable action (Classroom approach), in line with this policy, will already have been taken where

appropriate by the initial member of staff.

- The first priority of staff attending an On Call issue will be to try and restore the relationship and return the student to learning. The On Call member of staff will decide upon the next step to take, albeit in consultation with the initial member of staff. Any decision to return the student to the classroom must not undermine the initial member of staff.
- Staff should not leave a class unsupervised to make an "On Call" request.
- A student can fail MBWA, and this will be recorded on ClassCharts. Reasons for a failed MBWA:
  - 1. The student is placed into isolation
  - 2. The student fails to go to isolation
  - 3. The student is truanting and refusing to return to lesson or cool off.
  - 4. The student is not listening to reasonable requests from the staff member.
- The follow up consequence will be actioned by the pastoral team.

## **8 Screening, searching and confiscation:**

- Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies'.  
In addition to the practice identified in the DfE guidance, Altwood School also bans any item brought into the school with the intention of the item being sold or passed on to other students which will cause disruption to the school or be detrimental to good order.
- As a result the school is able to search students for them, should students refuse to comply with instructions. A search can only be authorised by a member of Senior Leadership.
- Two members of staff should be present.

### **8.1 Confiscation:-**

- Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Mobile phones should be confiscated if seen on school site. See 6.2 use of mobile phone or similar technology.
- Staff should hand the confiscated item to the Office and ask a member of the admin team to inform parents. They should also record the incident on SIMS, including the date and time it was confiscated, the name of the student, any contextual information and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal e.g. drugs must be brought to the attention of a member of the Senior Leadership Team immediately.
- Items confiscated by the school can be collected by parents / carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, e-cigarettes, alcohol, unlawful items or where the police has requested that it is not returned.
- The school reserves the right to dispose of items which are not collected.
- A member of staff may confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so for example food or drink in class. This should not be done forcibly unless there is a significant health and safety risk and in line with DfE guidance on 'reasonable force'.
- SLT members will use their discretion to confiscate, retain and/or destroy any item found as a result.

## **9 Restoration:-**

- A restorative approach must underpin the return to normal arrangements following an intervention or consequence. This could be following anything from low-level disruption in a lesson to a reintegration following an exclusion from lessons or school.
- A reconciliation meeting may be facilitated by the member of staff, middle or senior leadership, and staff can request support from middle and senior leaders.
- The aims of the reconciliation meeting are:-
  - restore and build relationships.
  - encourage responsibility from students for their behaviour.
  - encourage reflection.
  - reinforce Altwood's School Rules.
  - enable underlying issues to be raised and support to be sought where appropriate.
- Restoration can be an informal process, for example at the end of a lesson, or in a short period of time at

break, lunch or after school. More formal arrangements can be made if necessary.

- Restorative work and reconciliations for suspensions should be recorded on SIMS as part of the recording of behaviour incidents.
- If a student does not attend a set restoration/reconciliation meeting, then another one should be set, and clear consequences explained to the student and his or her parents if he or she were not to attend again. This could include a centralised detention and/or isolation.
- Departments and individual staff should make every reasonable effort to ensure that reconciliations take place and are successful so that students are included in learning.

## **10 CCTV:**

The school uses CCTV for the purpose of maintaining discipline and managing behaviour and safety.

Whilst CCTV will be used as an evidence base in an investigation, the school reserves the right not to show captures video or stills. The software that co-ordinates the CCTV stores it for a limited amount of time only.

## **11 Use of Reasonable Force and Physical Restraint:**

- Altwood School follows the DfE guidance on use of Physical Intervention / Restraint – all staff should follow the guidelines found in the DfE document "Use of reasonable force and other restrictive interventions in schools" February 2025
- All members of staff have a legal power to use reasonable force. This can also apply to people whom are temporarily put in charge of students such as unpaid volunteers, external agency staff, cover staff or parents / carers accompanying students on an organised visit.
- Both reasonable force and physical restraint should only be used when essential for safeguarding children, and physical contact between staff and students is generally discouraged.
- Staff must be aware of the Safeguarding Policy of the school and undergo Safeguarding training annually.

## **12 Behaviour outside the school grounds and whilst on Trips**

- Parent/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the premises which pose a threat to a member of the public or a student to the police as soon as possible, including behaviour that uses an electronic medium.
- If a member of the public, staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of staff, the Headteacher and / or Pastoral Team must be informed.
- The school will then consult with the relevant Neighbourhood Police Officer / PCSO and / or Early Help or Multi-Agency Support Hubs as appropriate. Please see Section "13. Altwood School relations with Neighbourhood Police" for the explanation of the relationship between the school and the Neighbourhood Policing team.
- For health and safety reasons, very high standards of behaviour are expected on residential and day trips. The school will use the same behaviour consequences that are applied to incidents of misbehaviour that occur on site. Only students whose parents have agreed either to collect their child, or to pay for the child to be returned to them as per the induction paperwork for all students, will be allowed to attend provision off site.
- Poor behaviour whilst on a school trip may prevent students being allowed to partake in offsite trips and visits in the future.
- Risk assessments may be used to determine student attendance on trips or visits.
- Where negative behaviour occurs when a student is travelling to or from school, or where the behaviour impacts on the well-being of a member of the school community at any time and place outside of school grounds and school hours, as stated in line with Section "5. Managing and modifying negative behaviour" and Section "6. Serious Behaviour Incidents", the school reserves the right to issue a consequence.
- Students should wear their uniform correctly when travelling to and from the school, and on school trips where requested, and must not be involved in behaviour that could adversely affect Altwood School's reputation.
- At the end of the day once students have walked past the school gate they should keep moving and not linger on or near school grounds.

## **13 Altwood School relations with Neighbourhood Police:-**

- The partnership between the school and Neighbourhood Policing Team seeks to:-
  - Ensure safety of members of the school and local communities and the school site
  - Help students to reduce the risk of becoming victims of bullying, intimidation or crime, and support any who do.
  - Focus enforcement to demonstrate that those who offend will face consequences for their actions.
  - Identify early any who are at risk of offending.
  - Build positive relations with students, the police and the wider community.
- The school benefits through:-
  - Receiving help to identify, challenge and support students at risk of causing harm and / or offending
  - Gaining support in the Prevent agenda, and with pertinent risks in the area (potentially substance abuse, Child Sexual Exploitation, Child Criminal Exploitation, radicalisation or knife crime)
  - Specialist support as a neutral party
- The headteacher retains responsibility for positive behaviour and any consequences required to maintain and promote it in the school context.

## 14 Data and Information:

- Staff will record positive achievements and negative behaviour on the relevant database as soon as is practical. This should not interrupt or slow learning.
- Relevant paperwork as evidence will be passed to the Admin team for filing in the relevant student's file.
- Logging an incident does not represent action being taken in its own right. The resolution must also be included in the entry. The more information that can be included on the entry facilitates more effective data analysis and intervention.
- Professional standards must be upheld in the recording of negative behaviour, with criticism of the student, emotive or emotional language avoided.
- Teachers, tutors, Middle Leaders and Senior Leaders should utilise and analyse the data to facilitate timely and effective intervention in the pursuit of positive behaviour. Colleagues should also liaise with each other to ensure that this is effectively undertaken at the most appropriate level, encouraging teacher responsibility where possible.

## 15 Ready to Learn expectations

To benefit from and use Ready to Learn, all students must meet the school's expectations, particularly around "Safe, Ready, Respectful". Students should be aware that ensuring the privacy of students benefiting from, and in, the Ready to Learn area may mean a greater need for quiet, less movement and more restrictions to minimise disruption and ensure that students are free to receive individual support. This includes, but is not limited to, break times being supervised in Ready to Learn.

## 16 Prohibited items:

### 16.1 Offensive weapons:-

The school determines that, in addition to legislative guidance, any knife or blade, irrespective of length, constitutes an offensive weapon and should not be brought to Altwood School.

In addition to knives and blades:- axes, BB guns, air guns, GATT guns, catapults, slings, replica guns, and replica or training blades will also be considered offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, blunt instruments or items judged by the school to be carried with the intention of causing or threatening harm to another individual (e.g. fireworks, blades removed from pencil sharpeners, pairs of compasses, scissors etc)

### 16.2 Drugs and restricted substances:-

All drugs which are legally restricted in their sale, possession or use are not allowed at Altwood School. This includes alcohol and tobacco, as well as "legal highs". Students who are found to be in possession, or under the influence of such items, or other more readily available substances such as glue will face consequence under Section "6. Serious Behaviour Incidents".

### 16.3 Items of high value:-

Students are strongly advised not to bring in to school items of significant value. Such items include, but are not

limited to:-

- Cash
- Jewellery
- Mobile phones
- Other technological equipment

Whilst the school would investigate any loss or damage to such items, it would not accept responsibility for any loss or any damage. If a student were to have brought such an item in to school in error, they should report this to a member of staff so that it can be secured for the day. There should be no longer term arrangements for the school to look after items of high value.

## **17 Appendices:-**

- 17.1** Exclusion from maintained schools, academies and pupil referral units in England 2024 (and associated documents): <https://www.gov.uk/government/publications/school-exclusion>
- 17.2** Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies 2017: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)
- 17.3** DfE and ACPO Drug Advice for Schools 2012: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)
- 17.4** Use of reasonable force and other restrictive interventions in schools: [https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting\\_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf](https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf)
- 17.5** Screening, Searching and Confiscation 2023: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 17.6** DfE Dealing with allegations of abuse against teachers and other staff 2012 (and within Keeping Children Safe In Education 2025): <https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teachingstaff>