



## **Behaviour Policy and Statement of Behaviour Principles**

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**Date of Policy: Autumn 2017**

**Committee: Staffing and Students**

**Next Review Date: Autumn 2019**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Possession of any banned items. These are:
  - Aerosols
  - Correction Fluid e.g. Tippex
  - Chewing gum
  - Electronic devices (other than those agreed with the school for education purposes)
  - Jewellery

- Bracelets of any descriptions except those worn for religious purposes
- Chains, except medical tags
- Facial studs or rings
- Body piercings
- Ear-rings, other than plain gold or silver discrete rings or studs; one in the lobe of each ear
- Expensive watches
- Rings
- Key chains
- Laser pens
- Make-up

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, tobacco products and cigarette papers
  - Products containing betal nuts e.g. paan
  - Fireworks
  - Pornographic images
  - Any article a staff member 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 pupil) e.g. matches, lighters, solvents, corrosive chemicals

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Encourage positive behaviour in line with the high expectations set out in this policy
- Ensure their child comes to school with the correct equipment and school uniform ensuring their child attends school regularly and on time
- Support the school by attending the appropriate meetings and functions
- Inform the school promptly and in writing of all absences
- Ensure their child completes all home learning set to the best of their ability
- Work collaboratively with the school to resolve any problems that may arise
- Adhere to the Home School Agreement and Computer Use Agreement (signed on entry to the school)

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

Students will be awarded achievement points for excellent effort, conduct or attainment. Teachers will use every opportunity to reward and celebrate all aspects of school life. All merits, awards and rewards will be logged on SIMS by the issuing member of staff.

## 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise from staff
- Mention in assemblies
- Written praise on student work, planners or on the website
- Achievement Points
- Certificates, postcards or letters home
- Positive phone calls home to parents
- Awards at celebration evenings
- Displays of excellent work around the school
- Celebration on electronic displays
- Termly achievement awards
- Recognition in the annual Pastoral Awards Ceremony
- Special responsibilities/privileges

When poor behaviour is identified, sanctions will be implemented consistently and fairly. ACS has a range of sanctions that will be used to support students in improving their learning behaviour. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Being moved to a different location in the teaching space
- Making use of the on-call provision which may lead to the removal of a student from the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters, phone calls or text messages home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Referral to Brent Inclusions Team which could lead to the implementation of a Pastoral Support Plan
- Alternative Provision placement

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the Personal Learning Centre (PLC) in response to serious or persistent breaches of this policy. Pupils may be sent to the PLC during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention may also be sent to the PLC.

The PLC is managed by Ms Lazare, Assistant Headteacher.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 8. Behaviour management

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Ensure that they are fully prepared and on time for lessons
- meet and greet learners outside the classroom
- Create and maintain a safe and stimulating environment that encourages pupils to be engaged
- Set high expectations for behaviour and learning
- plan and provide challenging, differentiated, interesting and relevant lessons and maximise learner effectiveness
- Display the pupil code of conduct
- Use the language of the 4Rs to ensure consistency of both rewards and sanctions.
- Treat all learners fairly and with respect
- Use positive praise and departmental and whole school reward systems
- Develop a positive relationship with pupils and promote positive behaviour management, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Details of the school's approach to physical restraint is set out in the Reasonable Use of Force Policy.

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

We regularly work together to ensure the best outcomes for our students.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

**A staff training log can be found in appendix 2.**

Our staff are provided with training on managing behaviour through positive relationships, including proper use of restraint, as part of their induction process. All staff can refer themselves to the Assistant Headteacher in charge of Personal Development Behaviour and Welfare for personalised support.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## **I 1. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the Staffing & Students Committee every two years. At each review, the policy will be approved by the headteacher.

## **I 2. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Reasonable use of Force Policy
- Anti-Bullying Policy
- Acceptable Use of ICT Policy
- Home School Agreement

## **Appendix I: written statement of behaviour principles**

Alperton Community School is a multi-cultural school that values and celebrates diversity and respects the languages, cultures, faiths and lifestyles of the whole school community. The school aims to raise standards and achievement by ensuring that every individual is given the opportunity to develop their full potential. This will be achieved through high quality teaching and learning and by rigorously tackling underachievement. We endeavour to encourage all members of the school community to accept personal responsibility for their actions, to be truthful and self-disciplined.

The Governors, staff, parents and students of Alperton Community School believe that we will nurture and inspire each and every student in our community to fulfil their academic and personal ambitions, by delivering outstanding education with the utmost commitment and passion. In order to fulfil our mission, we expect our students to be Ready, Respectful, Responsible and Resilient.

### **Ready**

- With the highest possible attendance
- On time for every lesson
- Prepared for every lesson
- In full school uniform or following the school dress code
- With no food or drinks in lessons (except bottled water)

### **Respectful**

- Treat others with the respect you would expect to be treated with
- Follow all instructions diligently when requested
- Listen to what other people say and speak politely to others
- Take care of each other, the buildings and all equipment

### **Responsible**

- Follow all rules to keep yourself and others safe
- Be in control of your actions and do the right thing
- Own up to mistakes and make them right. If you are wrong, then own up, apologise and move on

### **Resilient**

- Have a GROWTH mind-set: your brain gets stronger by making it work
- View a difficulty as a challenge
- Learn from your mistakes so you don't make them again
- Pay particular attention to feedback and learn from others
- Set your own goals and work hard to attain them

It is the collective responsibility of the entire learning community, to ensure that all learners are valued and enabled to achieve their full potential. As such, this policy is based on the premise that everyone has a right to:

- learn and work in a purposeful, orderly and calm environment, without being disrupted by others
- feel safe
- have their voice heard and their concerns listened to be treated with fairness and respect
- free from any form of discrimination

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

## Code of Conduct



### **Expectation**

#### **Preparing for your lesson and tutor time**

- Be punctual, prepared and fully equipped for the lesson/Tutor time
- Line up/wait outside the classroom quietly
- Check that your uniform is correct
- Enter the classroom calmly and silently, standing behind your chair for the start of the lesson
- Take books, equipment and planner out and put them on your desk.

#### **During your lesson and tutor time**

- Remain silent while your teacher takes the register
- Be polite, well-mannered and respectful to all staff and fellow pupils
- You should NEVER disrupt the learning of others
- Respect resources: books, computers, Art equipment etc
- No food or drink to be brought to lessons. Water is allowed with the permission of teachers (not in computer rooms)
- Use your planner to record all important information and homework set

#### **Ending your lesson and tutor time**

- Stand behind your desks in silence and wait to be dismissed
- Ensure uniform is still smart before leaving tutor/classroom
- Walk smartly and quietly to the next lesson.

#### **Positive learning behaviour gains rewards in the form of:**

- Verbal praise
- Comments in exercise books or planner
- Positive merit points/CBG cards
- Certificate of achievement
- Postcard/letter/telephone call home
- Year assembly recognition
- Digital display celebration/ work around the school
- Website praise

#### **Negative learning behaviour results in consequences and sanctions such as:**

- Verbal warning
- Moved seating in the classroom
- Sent to shadow timetable/TLL removal from classroom
- Subject detention (note in planner and text/call/letter home)
- Removed from lesson by on call teacher (automatic detention and phone call home)

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## Appendix: Incident log

### Statement Sheet

Please ensure you give a full and honest account of the incident



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Date of Statement:

Statement by:

Form:

Witnesses:

**Where** did the incident take place?

**When** did the incident take place?

Date :

Time / lesson :

**Who** else was involved? (Student / School Staff / Police / Member of the Public)

Advice on writing your statement:

Be as **DESCRIPTIVE** as possible.

Include all the **FACTS** ... first time.

Give and **OTHER INFORMATION** you think may be important.

Your statement :

Page :        of

*Continue on separate paper, if required*

I am confirming that everything written on this sheet is accurate and the truth.

**SIGNED :**

**DATE :**

Upper-school site: Stanley Avenue  
Wembley, Middlesex HA0 4JE

Lower-school site: Ealing Road  
Wembley, Middlesex HA0 4PW

Tel: 020 8902 2038 Fax: 020 8900 1236

Email: [office@alperton.brent.sch.uk](mailto:office@alperton.brent.sch.uk)

Headteacher: Mr Gerard McKenna BSc(Hons) NPOH

[www.alperton.brent.sch.uk](http://www.alperton.brent.sch.uk)

## Appendix Letter of referral to Alternative Provision



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Monday 1<sup>st</sup> January 2017

Dear Mr. Smith,

### **Re: John Smith DOB: 01/01/2001**

I am writing to you to summarise the next steps for John's education. This is the fourth fixed term exclusion John has had since starting ACS in September 2017. We have put various strategies in place to reduce these fixed term exclusions including:

- Inclusion Support Officer
- Report to PM/SLT and mentor
- Regular meetings with Dad
- ACES Project
- Brent Clinical Support

The most recent exclusion for verbal abuse to the parent of another student in our school community and bringing the school into disrepute John's behaviour has left us no choice but to consider all of our options.

We will be directing John's education to XXXXXX for a minimum period of 6 weeks. XXXXXX will support John in changing his persistent disruptive behaviour. This has been a difficult decision, but unfortunately despite our many meetings this academic year, and all of the interventions we have put in place, John's behaviour has not changed.

We have not taken the decision to place him in alternative provision lightly. We want to do what we can to avoid a permanent exclusion for John. This time at XXXXXX will support John's behaviour and encourage him to make the right decisions for his future.

John must attend the XXXXXX {Date} 10am for an induction meeting. Please ask for xxxxxx.

Please do not hesitate to contact if you have any further questions or queries.

Yours sincerely,

**Mrs C Lazare**

**Assistant Headteacher Pastoral Development and Student Well Being**



**Appendix: staff training**

<b>Training received</b>	<b>Date completed</b>	<b>Trainer/training organisation</b>	<b>Trainer's signature</b>	<b>Staff member's signature</b>	<b>Suggested review date</b>

# Home School Agreement 2017/18

<b>THE STUDENT AGREES TO:</b>	<b>THE PARENT/ CARER AGREES TO:</b>	<b>THE SCHOOL AGREES TO:</b>
<ul style="list-style-type: none"><li>• Be READY, RESPECTFUL, RESPONSIBLE and RESILIENT.</li><li>• Be an ambassador for Alperton Community School.</li><li>• Treat others as you would expect to be treated.</li><li>• Be proud of my school.</li><li>• Arrive punctually at 8.30am for the start of the school day wearing the correct uniform.</li><li>• Bring the correct equipment to all my lessons including the Alperton PE kit.</li><li>• Complete all work that has been set to the best of my ability and ensure that all work is up to date including missed work.</li><li>• Be courteous and respectful to all adults and students in the school.</li><li>• Adhere to the classroom code of conduct.</li><li>• Care for the environment including all the school's resources ( ICT equipment, books)</li><li>• Move around the building in a calm and sensible manner e.g. no pushing, no physical contact.</li><li>• Eat healthy food at school and on the way home e.g. no fizzy drinks, crisps, chocolate, fast-food.</li><li>• Keep electronic devices at home or turned off and out of sight including mobile phones</li><li>• Maintain the highest standards of uniform and behaviour on the way to school and on the way home from school.</li><li>• Attend detentions when required.</li><li>• Achieve excellence.</li></ul>	<ul style="list-style-type: none"><li>• Make sure your child attends school in the correct uniform, arrives on time and is properly equipped.</li><li>• Encourage your child to work hard and support them by checking and signing the planner each week.</li><li>• Discuss your child's school work and home learning with them every day.</li><li>• Write a note in your child's diary to explain any absence from school.</li><li>• Set the highest possible standards for attendance e.g. do not request that your child goes on holiday during term time.</li><li>• Allow your child to attend off-site visits.</li><li>• Avoid giving your child money to bring to school.</li><li>• Encourage your child to participate in extra-curricular activities.</li><li>• Adhere to the school's PHSE curriculum.</li><li>• Attend consultation evening and discussions about your child's progress.</li><li>• Work in partnership with the school to promote the highest standards of behaviour for your child</li><li>• Alert the school of any special circumstances which may affect your child's learning</li><li>• Support the school's Healthy Eating Policy by either providing healthy packed lunches or ensuring that your child uses the school's cashless cafeteria.</li><li>• Agree to my child's photograph or film/video footage to be taken for the school's use.</li><li>• Inform the school of any changes to the contact details including address and phone numbers.</li></ul>	<ul style="list-style-type: none"><li>• Have the highest possible expectations for all our students.</li><li>• Ensure the safety and welfare of all our students.</li><li>• Make lessons relevant and accessible to all our students.</li><li>• Explain, as often as possible, what students need to do to improve their work.</li><li>• Regularly assess the standard each student has reached and assess the progress each student has made.</li><li>• Keep parents/carers and students informed about standards and progress on a regular basis.</li><li>• Keep the child in detention when necessary.</li><li>• Develop the personal and social skills in our students and enhance self- discipline and independent study.</li><li>• Provide support, advice and guidance to our students.</li><li>• Treat everyone with respect.</li><li>• Celebrate the successes of our students.</li></ul>

Signed: (Student) \_\_\_\_\_

Signed: (Parent/Carer) \_\_\_\_\_

Signed: (On behalf of the school) \_\_\_\_\_