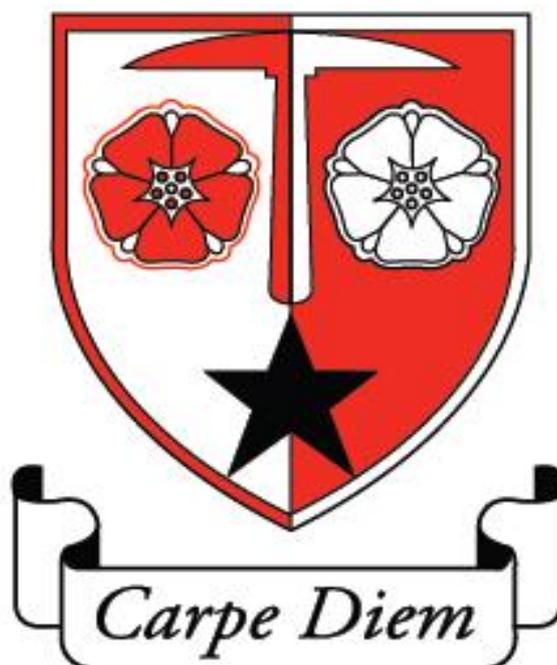


Audenshaw School



Behaviour Policy (Incorporating Anti-bullying)

This policy is reviewed annually by the Standards Committee.

History of Document

Issue No	Author/Owner	Date Written	Approved by Standards Committee	Received by Governors	Comments
Issue 1	Ward, Chris	November 2011			
Issue 1.1	Kelly Breakell	7 March 2013	26 March 2013	27 March 2013	Minor amendments.
Issue 1.2	Kelly Breakell	15 November 2013	30 November 2013	30 November 2013	Force to restrain and rewards.
Issue 1.3	Kelly Breakell	3 June 2014	2 July 2014	3 July 2014	Incorporating anti-bullying.
Issue 1.4	Kelly Breakell	26 September 2014	26 September 2014	23 October 2014	Incorporating chewing gum and vandalism.
Issue 1.5	Kelly Breakell	1 August 2015	14 September 2015	14 September 2015	High standards, use of isolation.
Issue 1.6	Kelly Breakell	25 January 2016			Reviewed with the student forum students.
Issue 1.7	Kelly Breakell	27 June 2016	30 June 2016	30 June 2016	Amendments made to reflect new classroom management protocols.
Issue 1.8	Kelly Breakell	12 June 2017	22 June 2017	22 June 2017	Amendments to include 'Step Out' procedure.
Issue 1.9	Kelly Breakell	11 December 2017	19 December 2017	19 December 2017	Amendments to include section on Punctuality
2.0	Kelly Breakell	26 March 2018	25 April 2018	25 April 2018	Amendments to rewards and sanction for punctuality. Highlight zero tolerance policy.
2.1	Kelly Breakell	26/03/2019			Addition to clarify when step out or fixed term exclusions will apply

OUR MISSION

The school aims to provide a quality education in a caring community based on an ethos of respect, discipline and a relentless pursuit of excellence in all that we do.

OUR VISION

Audenshaw School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of the school community will be valued and every success will be celebrated.

Audenshaw School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1. INTRODUCTION

For the purpose of this Policy, the school is defined as employees, governors, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

Audenshaw School seeks to create an environment in which effective teaching and learning can take place.

'The School aims to provide a quality education in a caring community based on the ethos of respect, discipline and the relentless pursuit of excellence in all that we do'

This policy has been written following consultation with employees, students, parents/carers and senior leadership. It seeks to put into practice the shared values of the community.

2. VALUES

The school has a set of 10 core values which we expect all employees and students to follow. These values are:

- Respect
- Self-discipline
- Responsibility
- Resilience
- Hard work
- Honesty
- Trust
- Fairness
- Tolerance.

These values are fundamental to creating an environment where students can enjoy and achieve. These values are consistently communicated to everyone through assemblies and are displayed in every classroom.

3. PASTORAL ROLES

Class Teacher	Form Tutor	Year Leader
<p>Start each day fresh. Meet and greet your class at the door. Take your register. Consistently implement the behaviour policy. Have high standards. Log all behaviour incidents on SIMS. Reward students – focus on good behaviours. Contact home regularly. Liaise with form tutors about their tutor groups. Report all safeguarding concerns using the CP1 (orange form) Take part in the detention rota.</p>	<p>As a class teacher plus...</p> <p>Pass notes and communication regarding absences to the attendance officer. Check behaviour logs on SIMS with your class (weekly). Complete form time activities such as literacy and numeracy activities (weekly). Celebrate success. Contact home regularly. Monitor your form with a comment book.</p>	<p>As a class teacher plus...</p> <p>Deliver assemblies. Be visible at breaks and lunchtimes. Take part in isolation rota. Arrange the admission of new starters and managed moves. Monitor form tutor time activities. Monitor behaviour trends and patterns. Place students on 'Year Leader report' with clear targets. Celebrate achievements e.g. Leader board competitions, inter-form competitions.</p>

4. REWARDS

Audenshaw School believes that it is important to praise and reward students appropriately. The school recognises and celebrates their achievements and their positive contributions to the school community in the following ways.

Students can earn:

- PRIDE points which are used to determine who will access end of term reward days. Parents will be informed of PRIDE points at each assessment point. Students are rewarded for the following categories:

Prepared to learn
Respect and responsibility
Integrity and good morals
Determination and resilience
Excellence in all we do.

Students will also be recognised through:

- Postcards home
- Gold Headteacher postcards
- Positive comments in class and/or reinforcement at the end of the lesson
- Celebration of achievements shared in the school newsletter and/or on the website

- Certificates e.g. for good/improved attendance (to be awarded in assemblies);
- Certificates and prizes are awarded for Academic Excellence at the Annual Presentation Evening.
- Attendance on school rewards trips / days.

The school also run several competitions and challenges where students can earn prizes and activity days such as: The Year Leaders' Reward Board, inter-form competitions, maths challenges, half termly attendance prize, extreme reading.

5. BEHAVIOUR FOR LEARNING SANCTIONS

Audenshaw School believes that thoughtful and respectful behaviour is essential for effective learning. We ask that all students demonstrate the school values of respect, responsibility and self- discipline.

At times, when a student's behaviour does not meet the School's expectations, it will be necessary to apply a sanction. In line with most secondary schools, students will be issued with a **same day detention**. (It is important to state that in law the School are not obliged to provide any notice in relation to a detention being issued). This approach is used to ensure that unacceptable behaviours are immediately challenged and students can begin their next school day with a 'fresh start'. A text message will be sent to the parents of any student placed in a detention before the end of the school day.

Furthermore, in order to maintain a positive environment, which is focused on learning, the school has a **ban on both mobile phones and any smart devices, energy drinks and chewing gum**. Mobile phones and devices will be confiscated if they are seen in school and then returned at the end of the school day. Any student who has their phone confiscated on more than one occasion will have their phone placed with student services, until a parent / carer can collect.

Classroom management protocol:

Staff will issue a clear verbal warning to students if they are: off task, showing poor effort, shouting out, distracting others, talking over the teacher, eating or drinking.

This not to be written on the board but jotted down or written in planner – it is a prompt / reminder for teachers. The focus should be on positive behaviours.



Yellow card issued for: continued behaviours as per warning and missing homework.

SANCTION: ½ hour after school detention, **on the same day**. A text will be sent home to inform parents.



Red Card issued for: for continued behaviours as per yellow card. Disrespectful or defiant attitude, questioning the yellow card. Students are to be sent to 'partner teacher' as agreed by Curriculum Leaders

SANCTION: 1 hour detention after school, **on the same day**. A text will be sent home to inform parents.

2 red cards in one day results in period in isolation for 24 hours with extended day until 3:40 - the next day. A text will be sent home to inform parents.

All incidents to be logged on SIMs.

Punctuality

Students will also receive a yellow card, issued by form tutors, if they are late to school on 2 or more occasion (in one week).

Serious breaches of behaviour policy.

Removal/ on call for: refusal to leave the classroom or non-attendance to partner teacher's room.

Staff are to email 'on call' with their room and student name. Do not challenge students but continue with learning. Student will be collected by member of staff. Immediate isolation period for 24 hrs with extended school day until 3:40.

Internal isolation: vandalism, smoking, truancy, fighting, bullying or while a serious incident is investigated.

Students in isolation will:

- Attend isolation in full school uniform.
- Have an extended school day, until 3:40.
- Students will have break and lunch separately from their peers.
- Students will be supervised for bathroom breaks.
- Students will work quietly and sensibly.
- Students will complete a code of conduct booklet that asks them to consider their behaviours and contemplate more appropriate actions.
- Students will then complete work set for them by their teachers or appropriate KS3 / 4 extensions tasks provided by the Inclusion Officer.

Step Out: Students who are placed in isolation on three occasions will be placed on a 'Step Out'. Students may also be placed on a 'Step Out' if the nature of behaviour means it would be beneficial for them to work off site for a set period. Students will complete a period of isolation with a partner school's isolation unit. This is an escalation from internal isolation but is not deemed as a fixed term exclusion. We currently work with Denton Community College, Droylsden Academy, All Saints Catholic High School, West Hill and Alder. During 'Step Out' students must follow the school timetable offered by the partner school and they are required to wear full uniform, take their own packed lunch and to complete all work set (this will be provided by Audenshaw School). Any incidents of poor behaviour and non-compliance with 'Step Out' rules will result in the student being sent home immediately and a

fixed term exclusion will then apply.

Fixed term exclusions for: Students who have been on two 'Step Outs' and for continued breaches of the schools behaviour policy, physical assault, malicious allegations, continued bullying and any incident involving the police. This exclusion is recorded on each students SIMs record.

Permanent exclusions for: Persistent breaches of the school's behaviour policy, endangering the safety of students, staff and visitors. All incidents that threaten the safety and well-being of students, employees or visitors will be logged, following the appropriate procedures. If necessary, the police will be called. **Audenshaw School has a zero tolerance policy with regards to weapons, drugs and alcohol. Students who bring in or use these items in school would be permanently excluded.**

Year Leader Report

Students who continue to be placed in red card / yellow card detentions, have spent a period in isolation or have had a fixed term exclusion will be placed on Year Leader report.

The monitoring will run for a maximum of 2 weeks with 3 clear targets.

Students will be report to their Year Leader at the end of each school day.

Parents will be required to sign the report each night.

Where behaviour does not improve, students may be referred to external agencies for support e.g. counselling or educational psychology or the school may move for a managed move or permanent exclusion.

6. BULLYING

One of the aims of our Behaviour Policy is to reinforce to students and employees that bullying is always unacceptable. We wish to encourage an environment where independence and individuality is celebrated and students can develop without fear. Every student has the right to be safe and happy in school and to be protected when she/he is feeling vulnerable.

What Is Bullying?

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008).

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour;

- it is repeated often over a period of time;
- it is difficult for those being bullied to defend themselves;
- bullying can take many forms but the main types are:

Physical – hitting, kicking, taking belongings

Verbal – name-calling, insulting, racist remarks, homophobic remarks

Indirect – spreading nasty stories about someone, excluding someone from social groups and cyberbullying – bullying people on the internet using sites such as Facebook, Snapchat and Instagram etc.

Why our school is concerned about bullying?

There are a number of very important reasons for challenging bullying behaviour in schools:

- The safety and happiness of students: when students are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self confidence and self-esteem. Some may blame themselves for 'inviting' the bullying behaviour.
- Educational achievement: the unhappiness of bullied students is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- Providing a model for helpful behaviour: if they observe bullying behaviour going unchallenged, other students may learn that bullying is a quick and effective way of getting what they want. Those students who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

All members of our school have the following rights and responsibilities:

Students	Parents/carers	Employees
Have the right to participate and enjoy school without being bullied or intimidated	Have to right to be informed of any alleged bullying and a right to be listened to when raising a concern	Have the right to go about work without intimidation or harassment The right to receive professional development to improvement awareness and strategies on how to tackle bullying
Students	Parents/carers	Employees
Have the responsibility to treat others with kindness and tolerance	Have a responsibility to report any concerns to school	Have a responsibility to take any allegation of bullying seriously, to report this to

Have a responsibility to care for others and to report incidents of bullying to employees		relevant employee who can investigate
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Approaches to preventing bullying

Our school will ensure that we:

- encourage an atmosphere of positive relationships of care and mutual respect between members of the community that builds everyone's self-esteem (see our core values). Employees will always model this behaviour and encourage students to do the same at every point of the school day
- use assemblies, form periods, Life Skills lessons and appropriate parts of the curriculum to teach the values that show bullying to be unacceptable
- encourage students to regard reporting incidents of bullying as both an acceptable and responsible thing to do
- offer students a variety of channels to report their concerns, such peer mentors, prefects, form tutors, the online reporting button
- encourage employees to regard reporting bullying as a priority
- train employees appropriately so they can identify and tackle all forms of bullying
- ensure adequate supervision of students at all times and throughout the school site
- actively encourage older students to look after younger students-prefects and peer mentor systems – have a high profile peer mentor and prefect system.

Monitoring bullying

The school's pastoral system uses the SIMS database to record behaviour and bullying incidents. Incidents of bullying are recorded in subcategories that allows us to target specific types of bullying and support vulnerable groups:

- SEN disability
- Gender / gender identity
- Homophobia
- Racism
- Religious
- No prejudicial attitudes.

This data is reported to the Senior Leadership Team and Governors. Patterns of behaviour, procedures and areas for improvement are analysed by the Assistant Headteacher (Behaviour & Safety) and actions and intervention are put into place e.g. specific

assemblies, INSET for employees, peer mentor work with a particular form group, restorative meetings for students.

The following response is made to all incidents of reported bullying:

Student, teacher, parent reports bullying to the school

(In person, using CP1– orange form, through a peer mentor or the online reporting button)
Statements taken from all parties to see if allegation fits definition of bullying. All statements logged on SIMS. Where bullying is evident it will be logged on SIMS behaviour records.

Parents/carers of all parties will be contacted. Mediation and restorative meeting with peer mentors and access to chill zone and games club

SANCTION: INTERNAL ISOLATION

Student, teacher, parent reports bullying behaviours have continued

(In person, using CP1– orange form, through a peer mentor or the online reporting button)

Senior member of staff with anti-bullying responsibility informed - Senior Year Leader/ Assistant Headteacher (Behaviour & Safety) to investigate.

Further statements taken from all parties to see if allegation fits definition of bullying. All statements logged on SIMS. Where bullying is evident it will be logged on SIMS behaviour records.

Parents/carers of all parties will be contacted. Further mediation to be offered alongside counselling support for victim. Referrals to external agencies such as Youth & Family, Children's Social Care and counselling for perpetrator.

SANCTION: FIXED TERM EXCLUSION

Where bullying behaviour continues and the health and well-being of students is in danger, the school can move to permanent exclusion (see pg. 7).

7. THE USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS

The School wished to ensure that staff and students are safe at all times and therefore a small number of pastoral staff have been trained in 'Positive Handling' to allow them to safely act, in an emergency situation. The powers of teachers and other employees on the use of reasonable force to restrain students are clarified by DfE Circular 10/98 on 'Section 550 of the Education Act 1996: The use of Force to Control or Restrain Students'.

Teachers and other persons who are authorised by the Headteacher to have control or charge of students, may use reasonable force to prevent students from:

- committing a criminal offence, whether or not the student concerned has reached the age of criminal responsibility;
- injuring themselves or others;
- causing damage to property, including their property; and engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students, whether that behaviour occurs in the classroom during a teaching session or elsewhere. (Examples of situations that fall within these categories are set out in paragraph 15 of DfE Circular 10/98).

There is no legal definition of 'reasonable force' but must be in proportion to the circumstances of the incident and the minimum required to achieve desired result.

The DfE circulars emphasise that the use of physical restraint **must be only used as a last resort**.

Types of force to restrain which may be appropriate are:

- any holding tactic in which a young child is restrained without injury until the young child calms down
- physical contact with a young person designed to control the young person's movements which pose a danger (e.g. holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person
- the holding of a young person's arms or legs to prevent/restrict striking/kicking
- the use of sufficient physical force - without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training)
- physically preventing a young person from exposing themselves to possible danger by leaving the premises.

In all of the above, the person exercising the restraint must be authorised and must have received appropriate approved training.

In the unlikely event that force is needed then the following procedure are best practice.

Give clear instruction warning the young person of the consequences of their failure to comply.

Note: this warning must not comprise of any threat of unlawful assault.

If at all possible, a second adult should be called. The importance of the presence of a colleague is twofold:

- Another employee may be able to reduce the risk of the employee or young person suffering bodily harm – a solitary person is in a very exposed position if, for example a fight is in progress.
- There is a witness if allegations of assault are subsequently made by a young person or parents/carers.

While intervening the employee must:

- employ minimum physical force necessary for the minimum period needed to;
- restrain the young person;

- wherever appropriate keep talking to the young person for example 'if you stop kicking I will release my hold';
- avoid committing any act of punitive violence;
- keep his or her temper under control.

All incidents of force should be referred to the Headteacher or, in their absence, the Deputy Headteacher immediately so the incident can be recorded and investigated if appropriate.

Home School Agreement



Audenshaw School recognises that the successful development of its students depends on an effective partnership of school, students and parents/carers. All three parties share responsibility for the development and achievement of each student.

Together, we commit ourselves to the following:

The school will:

- Provide a learning environment that is stimulating, safe and caring
- Treat everyone with respect
- Ensure that each student has the opportunities, support and guidance to achieve his/her full potential
- Report regularly on each student's progress
- Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility
- Keep parents/carers informed about school matters, be welcoming to enquiries and responsive to concerns
- Record and reward good progress and performance
- Offer extra-curricular activities that will develop broader skills to prepare for life and the world of work.

As parent/carer, I/we will:

- Act as a positive role model for my child
- Make sure my/our child attends school in correct uniform (adheres to the dress code for sixth form students), arrives on time and is properly equipped for school
- Encourage my/our child to work hard, to support my child in homework
- Attend consultation evenings and discussions about my/our child's progress
- Support the school's policies and guidelines
- Allow my/our child to attend off-site visits
- Agree to the detention policy of the school
- Make sure time is not taken out of school unless it is urgent
- Encourage my/our child to participate in the extra-curricular activities offered by the school.

As a student, I will:

- Be an ambassador for Audenshaw School
- Work hard in class and at home, so that I can achieve my full potential
- Treat others as I would wish to be treated
- Put the needs of others before my own
- Be proud of my school
- Attend the school in the correct uniform, be on time and be properly equipped
- Abide by the school rules, behave responsibly and be polite to others in the school and the wider community
- Understand that any poor behaviour, whilst wearing school uniform, will be dealt with as if the incident occurred at school
- Take part in extra-curricular activities organised by the school
- Care for the environment—in and out of school
- Complete homework on time
- Attend detentions
- Be someone others can be proud of.