



# ALLEESTREE WOODLANDS SCHOOL

## **BEHAVIOUR POLICY**

DATE OF POLICY ADOPTION BY GOVERNORS:	13 JUNE 2022
AUTHOR/S OF POLICY:	STEPHEN ROE
DATE OF LAST REVIEW:	November 2023
DATE OF NEXT REVIEW:	November 2024

Enabling aspiration and achievement for all through delivery of a knowledge-rich curriculum underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

## Aims

- To determine the roles and responsibilities of all members of our school community in establishing a calm and productive working environment
- To outline the procedures for promoting positive behaviours
- To outline the procedures for dealing with incidents of poor behaviour
- To outline the legal and procedural processes in relation to incidents of poor behaviour sanctions, withdrawal from lessons, SEND adjustments and exclusions.

## Legal Frameworks

This policy has been written in line with the following DFE guidance and legal frameworks.

Behaviour in Schools – Advice for Headteacher and School Staff. September 2022. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106422/behaviour-in-schools-guidance.pdf)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. September 2023. [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/114422/suspension-and-permanent-exclusion-guidance-september-2023.pdf)

Searching, screening and confiscation. Advice for Schools. July 2022. [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106422/searching-screening-and-confiscation-in-schools.pdf)

Use of Reasonable Force. Advice for headteachers, staff and governing bodies. July 2013. [DfE advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/106422/use-of-reasonable-force-advice-template.pdf)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and Safeguarding Policy.

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## Intent

We are a relational school. Good behaviour and positive relationships are at the heart of Allestree Woodlands' CORE Values and is central to the academic progress and personal development of our students. Allestree Woodlands School is committed to ensuring that standards of behaviour are high, the culture of the school fosters positive relationships, students feel safe, students can learn and that effective monitoring and evaluation identifies

ways to improve. It is always the responsibility of all staff to promote high expectations of regard and endeavour.

The Intent of the Allestree Woodlands School Behaviour Policy is to facilitate three fundamental strands.

- Everybody is safe
- Everybody can learn
- Everybody has the opportunity to put things right

Allestree Woodlands School's Behaviour Policy and Procedures support the premise that the establishment of good staff/student relationships is crucial to working effectively with all students and promoting good behaviour. Staff should expect all students to display courage, optimism, regard and endeavour and this should be modelled, demonstrated and reciprocated by all staff.

Our culture is underpinned by 5 explicit expectations known as "The Fundamental 5". These incorporate our CORE Values and expectations for conduct both inside and outside of the classroom.

- Meet and Greet – to set a calm and positive tone for the start of the lesson, enable positive relationships to be forged and foster a sense of belonging in all students
- Do Now – to ensure all students are engaged in a learning activity straight away
- Plan Learning and Adapt to Need – to ensure all students' needs are met, including those with SEMH needs
- Check for Understanding – to get help to students who need it and encourage students to be involved in their learning and to not opt out
- Feedback – students know when they have done well, receive recognition and make good progress

Our expectations extend to all aspects of curricular and non-curricular time. This includes all supervised and unsupervised time, movement between lessons, offsite activities, travelling to and from school and any situation where a student may be judged to be a representative of Allestree Woodlands School.

## **Roles and Responsibilities**

**The Governing Board** will establish, in consultation with the Headteacher, staff, students and parents/carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to parents/carers and students, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of all students and staff.

**The Headteacher** will be responsible for the implementation and day to day management of the policy and procedures. The Headteacher in conjunction with the Governing Board and teaching staff will also ensure that the concerns of the students and parent/carers are listened to and appropriately addressed.

**All staff and volunteers** will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a significant responsibility, with the Headteacher, for promoting our CORE values, creating a high quality learning environment,

teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

**Parents/Carers** are expected and supported to take responsibility for the behaviour of their child both inside and outside of school. Allestree Woodlands School will endeavour to work in partnership with parents/carers in maintaining the highest standards of behaviour and attendance. The relationship between home and school is pivotal to the successful development of the child's academic and emotional development. It is therefore essential that parents / carers reinforce the school's Behaviour Policy and the disciplinary authority of the school by:

- Agreeing to the terms outlined in the policy
- Supporting the CORE values of the school
- Sending their child to school each day punctually, in school uniform, equipped and ready to learn
- Helping to ensure that their child follows all instructions by school staff and adheres to the Behaviour Policy and The Fundamental 5
- Working with the school to support their child's positive behaviour

In the event of a parent/carer needing further information regarding a specific behaviour incident in a lesson, they should contact the child's classroom teacher or the Head of Faculty by phone, letter or email.

In the case of a parent wishing to contact the school regarding a behaviour concern at break time or outside of school, telephone or email contact needs to be made with the student's Form Tutor in the first instance. Every effort will be made for the relevant member of staff to return your call within 24 hours to help to resolve any problems/issues. We ask that parent/carers do not arrive unannounced at school asking for a meeting, as it is unlikely that it will be possible to see the relevant member of staff without an appointment.

**Students** are taught about and supported to embrace the CORE values of the school in their words and actions. This enables them to thrive together in a community where everyone is safe, everyone can learn and where everyone has the opportunity to put things right. Students are encouraged to take responsibility for their own decisions, choices and actions. The school's behaviour procedures and expectations are shared with students. Students are responsible for reporting any incidents of anti-social behaviour immediately to staff. Students agree to adhere the Core Values of the school and The Fundamental 5.

### **Staff Responsibilities in ensuring our Behaviour Intent.**

Students displaying Courage, Optimism, Regard and Endeavour is fostered by the examples shown by all adults. **All** staff have a positive contribution to make in ensuring students are safe, can learn and have an opportunity to put things right; this will be ensured as a result of high standards, consistency and positive relationships.

### **Good routines have to be worked for; they do not just happen:**

- The Fundamental 5
- Set high standards and expectations;
- Apply rules firmly and fairly;
- Expect to give and receive regard;
- Treat everyone as an individual within the school community

**Positive relationships are vital between everyone and at every level. Take the initiative:**

- Greet students at the door
- Speak to students about their day
- Smile, relate and be positive
- Communicate clearly and in a way that does not escalate incidents
- Use relationship sheets to gain an understanding of each student

**Expect to deal with poor behaviour in a manner appropriate to the situation. Where pupils are learning and testing the boundaries of acceptable behaviour, it is not unusual for expectations to not always be met. Our success is judged not by the absence of problems but by the way we deal with them:**

- Avoid confusion, communicate your expectations clearly referring to the CORE Values
- Establish the facts
- Judge only when certain
- Do not create unnecessary, individualised rules
- Use sanctions according to the **agreed procedures**

**All informal contact contributes to standards of behaviour. Help to establish and maintain these standards by taking the initiative at every opportunity. Expect to:**

- Start the dialogue
- Greet pupils
- Set high standards of speech, manner and dress
- Engage with students during lunchtime supervision
- Enjoy relating to pupils and show this enjoyment

**Create and sustain a positive, supportive and secure environment in the classroom. Well prepared, stimulating lessons help to generate good behaviour and earn regard. Expect to:**

- Arrive before the class
- Meet and Greet the students and begin promptly
- Have a Do Now task ready and be prepared for the lesson
- Make reasonable adjustments for all learners
- Understand and plan for different needs
- Extend and motivate pupils
- Be constructive with your comments
- Set appropriate home learning
- Use the correct first names
- Have interesting wall displays

**Avoid:**

- Confrontation – it can quickly escalate minor problems
- Humiliation – it breeds resentment
- Shouting – it diminishes you

- Over-reacting – the problems will grow
- Blanket punishments – the innocent will resent them
- Over-punishment – use the agreed procedures
- Sarcasm – it damages relationships

**During any Restorative Conversations do all you can to:**

- Keep calm - it reduces tension
- Listen - it earns respect
- Be positive and build relationships
- Separate the behaviour from the students
- Know your pupils as individuals
- Be consistent
- Be fair

**Insist on acceptable standards of behaviour, endeavour and regard. Expect to:**

- Encourage pupils to adhere to our CORE Values
- Apply school rules consistently
- Work to agreed procedures
- Follow up problems to their conclusion
- Seek guidance and support from your Faculty Director or Head of Year if you have tried to resolve an issue but not achieved your goal

**Challenge poor behaviour and maintain standards in all areas of the school:**

- Attend lunch supervision posts in a timely manner
- Challenge poor behaviour on corridors, in stairwells, in toilets and on the playground
- Promoting good behaviour is the responsibility of all staff in the school at all times

## Behaviour Procedures – What to do when a student does not adhere to what Woodlands Expects

If a student disrupts their own or others' learning, have a conversation with them about this. Refer to our CORE values, identify the behaviour and explain how it affects them and others in the room.



If the student continues with the behaviour, ask them to leave the room. Hold a **restorative conversation** with them using the guidance sheet. Do not make it personal, explain it is their behaviour you are unhappy with, not them. Explain that any further incident will result in an after school detention that day. End the conversation on a positive note. Log on Arbor which category the issue fits best at your earliest convenience.



A continuation of the behaviour results in an afterschool detention. Inform the student. Log this as an After School Detention on Arbor, write a brief explanation, attend the detention to hold a restorative conversation and contact home as soon as possible.



If a further incident arises the student should be sent to an agreed buddy room within the department with work to complete. Ensure the student is clear about which room to go to and what they need to do to complete the work.



If a student refuses to go to the Buddy Room or continues to show a lack of regard or endeavour, then On Call should be used. Request using the On Call email. When the member of staff On Call arrives a decision will be made and the student may be removed from your class. Record the On Call on the student's Arbor behaviour log.

In the extreme and highly unlikely situation of a very serious situation occurring in the classroom, Pastoral Staff, Heads of Year or SLT will be contacted immediately using the On Call System.

## Restorative Conversations

Our restorative approach helps develop optimism, regard and endeavour in staff and students. It fosters an environment where students are encouraged to take responsibility for their own behaviour and learning and to understand the impact it has on their own and others' capacity to stay safe and to learn, whilst providing the chance to learn about how to handle things better in the future.

Our restorative approach is based on

- Regard for one another, acknowledging that each person has an opinion that is unique and of value
- Taking responsibility for our own actions
- Developing the skills of the whole school community to solve problems and repair harm

Through developing a school ethos that recognises needs and is rooted in our CORE values, we can create an environment where students involved in conflict can reflect, repair and avoid repetition of the same behaviours and where blame and punishment are not drivers for action taken. The restorative conversations are based on 5 questions which use restorative and not retributive language. The student is given the questions before the conversation and is encouraged to reflect before the conversation is held.

The questions that form the restorative conversation structure should be based around de-escalation of the situation and encourage pupils to reflect on the situation and consider how their actions affect themselves and other people. Restorative Conversations should not focus on the negative behaviours and should help to build a positive relationships between pupils and staff. Some questions that could be used are below.

- What happened?
- Why did it happen?
- How has this affected you?
- How has this affected others?
- How can we put things right?

### **Form Tutor Responsibilities relating to behaviour management**

- Know and understand the needs and pressures on members of the form
- Demonstrate and provide opportunities for tutees to learn about courage, optimism, regard and endeavour in the world around them
- Act as first point of contact for parents/carers regarding behaviour concerns
- Monitor and respond to behaviour and achievement entries using Arbor alerts
- Analyse weekly data reports, identify recurring issues and develop strategies for student improvement
- Liaise with parents of students with a high number of behaviour entries
- Facilitate formal interventions as directed by Head of Year
- Facilitate restorative conversations and mediation with subject teachers where necessary
- Monitor students via tutor report and implement appropriate recognition and sanction.
- Issue award points and postcards as per the recognition policy

### **Head of Year Responsibilities relating to Behaviour Management**

- Take responsibility for promoting CORE values within their Year
- Monitor behaviour of pupils using referrals, discussions with staff and Arbor data analysis
- Facilitate actions and interventions related to behavioural issues
- Record and analyse intervention informing the WISP
- Monitor students via Head of Year report and implement appropriate recognition and sanction
- When required provide reports related to behavioural issues
- Monitor the quality of tutor time, providing consistent and appropriate support to tutors



- Ensure that tutors follow programmes of work for tutor time
- Attend line management meetings with the AHT responsible for the key stage to discuss behaviour trends
- Organise, provide agendas for and record minutes for tutor team meetings
- Disseminate information relating the school's behaviour policy, uniform and culture
- Discuss with tutors all issues where tutees are causing concern
- Visit tutor groups daily whenever possible
- Initiate, monitor and analyse behaviour interventions, liaising with support staff and parents where appropriate
- Refer students to PIM where Head of Year level interventions do not demonstrate impact
- Liaise with Outside Agencies in regard to vulnerable or high profile pupils in relation to behaviour
- Organise multi-agency meetings or case conferences for high profile pupils in relation to behaviour
- Liaise with LBIS, AHT, and DHT regarding serious and persistent incidents
- Manage reintegration meetings and actively involve the form tutor in interventions
- Issue award points, postcards and golden tickets as per the recognition policy.

### **Faculty Director Responsibilities relating to Behaviour Management**

- Take responsibility for CORE values within their faculty area
- Ensure staff are aware of behaviour policy and procedure and insist on The Fundamental 5 expectations including Meet and Greet and Calm Conclusions, Calm Corridors.
- Deal with day to day incidents within faculty lessons
- Ensure agreed school policy and procedure are applied by all teachers and that behaviour management is consistent in the faculty
- Insist on and facilitate the use of de-escalation strategies and a restorative approach in the faculty
- Ensure behaviour logs are up to date
- Identify and support training needs for all staff with regard to classroom management
- Refer classes continuing to cause concern to Head of Year
- Ensure that supply staff are supported in upholding the school's CORE values and behaviour policy
- Ensure that class teachers maintain ownership of issues in their classroom whilst being supported to achieve resolutions
- Ensure that all pupils abide by the uniform policy
- Ensure that corridors and stairwells are well supervised and that pupils feel safe at the beginning and end of sessions
- Monitor behaviour by use of data analysis
- Ensure that pupils who are struggling are helped to succeed in partnership with pastoral staff and parents
- Monitor appropriateness of teaching for all pupils to ensure that needs are met
- Facilitate appropriate CPD for members of the department
- Provide staff with an up to date Buddy Room Rota

It is important that each individual member of staff follows the correct and appropriate system of referral. When all classroom and faculty strategies have been exhausted, ongoing difficulties need to be discussed with the appropriate Tutor, Faculty Director, Head of Year or member of SLT. Discussion with Faculty Directors and/or liaison with Head of Year/Tutor may result in one or more of the following strategies being put into operation.

- Agreed school sanctions communicated to parents
- Restorative conversations facilitated by tutor, director or Head of Year
- Faculty / class report
- Whole School Report issued – monitored by Tutor, Head of Year or SLT
- Behaviour procedure modifications
- Parent/Carer meeting
- Allocation of a mentor either internally or externally
- Referral to Lead for Behaviour Intervention and Support
- Referral to outside agencies
- Movement to a different class
- Timetable modifications
- Referral to Wellbeing Centre / Safeguarding Team
- Referral to SEND department for assessment
- Early Help Assessment (EHA) process
- PIM – Pastoral Intervention Meetings. Key pastoral staff meet to discuss the impact of intervention strategies and develop/amend the plans where appropriate.

Further interventions may be required and actioned at SLT / Head Teacher level

- Meeting with Governors
- Alternative curriculum provision, internally or externally
- Off Site Direction
- Fresh Start / Fresh Start Plus
- Permanent Exclusion

### **Woodlands Intervention Support Plan**

All students who have been excluded more than once will have a WISP. The Woodlands Intervention Support Plan is a document that is used to track, monitor and evaluate any strategies implemented to support a student with SEND, Behavioural Issues and Safeguarding concerns.

### **Students with Special Education Needs**

Staff have a responsibility to read the School's SEND policy and related documents including the SEND register. They will therefore be aware of students' special educational needs and/or disabilities and will plan/adapt their lessons accordingly. In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments may be considered for SEND students. In some cases, staff may feel that some behaviours may be due to an undiagnosed special need or learning difference. Staff must seek advice from the SENDCO or other members of the SEND, Safeguarding or Pastoral Teams using agreed protocols.

The school will adhere to the SEND Code of Practice (2015) and follow the graduated response in terms of support. If students' behaviours continue to escalate despite support and adjustments being made, the school may wish to seek advice and/or from outside agencies. This may involve a referral and/or the completion of an Early Health Assessment (EHA), a referral to an Educational Psychologist or an Education, Health and Care Assessment (EHCA).

## **Behaviour and Safeguarding**

Safeguarding concerns and student behaviour are inextricably linked. All staff are trained to identify changes in behaviour such as engagement, conduct, relationships or changes in presentation, including decline in school attendance and uniform and understand that this may be a safeguarding concern.

If a staff member is concerned that a child may not be receiving adequate care or may be suffering harm, they should follow our safeguarding procedure and refer to the safeguarding team via CPOMS. Where staff believe a student is in immediate danger, they should speak to the DSL directly.

## **School Sanctions - Legal responsibilities of Disciplinary Sanctions**

*The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions. This power extends to students outside of school, for example on a school trip at home or abroad where poor behaviour may result in the student being sent home at his or her parents'/carers' expense. Where reasonable, poor behaviour by students on the way to or from school, or that is likely to affect the safety of other members of the school community will be dealt with by the school.*

At Allestree Woodlands School students who do not adhere to the Fundamental Five in the classroom have the chance to put things right before sanctions are applied. The purpose of our sanctions are to promote our CORE values and to ensure everyone stays safe and everyone can learn. Sanctions should always be accompanied by a restorative conversation to enable students to reflect on the impact of their behaviour on themselves, their fellow students and the staff involved. The school has a clear and consistent behaviour procedure that is outlined in this policy, is clear to staff and is taught and reviewed regularly during assemblies, form time and in PSHE sessions. Staff will apply sanctions fairly, consistently, proportionately and reasonably taking account the needs of vulnerable children and offering support as appropriate.

It will be made clear to the students at every stage where an incident is escalated.

The Senior Leadership Team, Lead for Behaviour Intervention and Support and Heads of Year may, in certain circumstances, issue a sanction without going through every level of the behaviour procedures or make reasonable adjustments to adapt the procedures where it is deemed appropriate.

## **After School Detentions**

After school detentions are for 30 minutes and happen on the same day they are issued. Parents will be notified by email by 14:30 on the day. This prevents the issue from escalating in the mind of the student, means the issue is dealt with quickly, enables a meaningful restorative conversation as the incident is clear in the minds of the teacher and student and enables a fresh start for the next lesson. During the detention the teacher is expected to undertake a restorative conversation with the student. Staff should contact parents within 24 hours of the detention occurring to discuss the behaviour, the Restorative Conversation and a positive way forward.

## **On Call**

Staff should use On Call when they have been through all other stages of the behaviour procedures.

If, after the after-school detention has been issued, and a Buddy Room has been utilised, a pupil needs to be removed from the lesson then the member of staff must follow the 'On Call' procedure. This begins with an email to [OnCall@woodlands.derby.sch.uk](mailto:OnCall@woodlands.derby.sch.uk) to alert the office staff that assistance is required.

A member of the On Call team will be alerted and will come to the classroom. The pupil will be spoken to and if a decision is made to remove the pupil then they will be taken to the Withdrawal Centre. The pupil will be escorted to the Withdrawal Centre - the pupil must have work to complete and staff who teach the student later in the day are informed that work is required. The student may remain in the Withdrawal Centre for the rest of the day and serve a 30 minute after school detention.

Pupils should only go to the Withdrawal Centre when the behaviour procedures have been followed and broken down, or following an abusive, aggressive or dangerous incident. The teacher should complete the behaviour management section in Arbor, detailing the incident and any action taken and contact home to discuss the situation with parents.

## **Withdrawal**

The decision to place students in the Withdrawal Centre is not taken lightly. The purpose of placing students in the Withdrawal centre is twofold.

1. To remove students from a situation so that other students are safe and can learn
2. Allow time for reflection on more serious issues and understand the wider impact of their actions so that there is no repeat of the behaviour.

The Withdrawal Centre is the last step the school can take before a fixed term suspension. It is a serious sanction and should only be used when:

- Persistent poor behaviour continues despite the use of other sanctions and interventions
- The actions of the pupil were serious enough to escalate the sanctions immediately to the Withdrawal Centre. This includes, but not exclusively, racism, homophobia, violence, abusive language, sexual harassment, dangerous behaviour and repeated failure to adhere to our CORE values
- A pupil acts in clear defiance of school rules

In all instances it is crucial that the pupil is informed why they are in the Withdrawal Centre and parents are also informed of all the relevant information.

A planned referral to the Withdrawal Centre is very much like a fixed term suspension in terms of the process. However, the outcome is different. It is logged in the pupil's behaviour record. A pupil who is withdrawn follows their normal subject timetable but within the Withdrawal Centre and under the direct supervision of a member of staff. This classwork will support the reintegration of the pupil back into mainstream lessons.

The pupil is expected to be in school from 08:45 to 15.40, they do not leave eat their lunch in the Withdrawal Centre.

Pupils who are placed in the Withdrawal Centre will have no contact with the rest of the school. They will be closely supervised at all times.

Finally, in most cases, the pupil is placed on report on their return to lessons. They follow this report for a week reporting to their Form Tutor/Head of Year. This allows for monitoring and further follow up as required. A poor report can result in a pupil being withdrawn again, alternative sanctions being issued or the triggering of additional support.

Heads of Year and the Leadership Team can use the Withdrawal Centre at their discretion as overseen by the Deputy Head Teacher. This sanction will involve the incident being investigated, the evidence considered, the sanction being agreed, formally logged and a telephone call home.

### **Off Site Withdrawal**

Students may be directed to serve an Off Site Withdrawal. Derby City schools have a reciprocal agreement, to reduce suspensions, to accept students from other schools into their equivalent of Allestree Woodlands School's Withdrawal Centre. The premise of Off Site Withdrawal is the same as our own Withdrawal with the severity enhanced. Parents will be informed of the timings, the location and the member of staff the student should report to on their arrival. Work will be provided electronically.

Following an Off-Site Withdrawal, a readmission meeting with at least one parent present should take place. In this meeting the severity of the behaviours should be discussed, pupil and parent voice should be recorded and any actions or interventions logged. The meeting should be recorded on the appropriate form and logged in Arbor. The student should be paced on report on their return to lessons. They follow this report for at least a week, reporting to their Form Tutor/Head of Year or member of SLT. This allows for monitoring and further follow up as required. A poor report can result in further sanctions being issued or the triggering of additional support.

### **Fixed Term Suspension and Permanent Exclusion**

The decision to suspend and permanently exclude students from school is taken by the head teacher and in her absence the deputy head teacher. For more information regarding fixed term suspensions and permanent exclusion refer to the Exclusion from School Policy.

Following a Fixed Term Suspension a readmission meeting with at least one parent present should take place. In this meeting the severity of the behaviours should be discussed, pupil and parent voice should be recorded and any actions or interventions logged. The meeting should be recorded on the appropriate form and logged in Arbor. The student should be paced on report on their return to lessons. They follow this report for at least a week, reporting to their Form Tutor/Head of Year or member of SLT. This allows for monitoring and further follow up as required. A poor report can result in further sanctions being issued or the triggering of additional support.

### **Fresh Start and Fresh Start Plus**

Where it is agreed that a student may benefit from a placement at a different school, Allestree Woodlands will begin the Derby City Fresh Start or Fresh Start Plus procedure. Within this process AWS will present the student's history, needs and potential to behaviour leads and head teachers across the city and a place may be offered at another school. This process has been designed to prevent students from missing education due to repeat suspension and to prevent the need for a permanent exclusion. The benefits of a Fresh Start or Fresh Start Plus placement include a new environment in which the student can reinvent themselves, no

historical issues with students and staff, the movement away from negative influences and an opportunity to embark on a positive school placement. When deciding on a Fresh Start placement, friendship groups, travelling distance, new school provision and capacity and curriculum will be considered.

### **Off Site Direction**

Off Site Direction may be used by Allestree Woodlands School for pupils who, as a result of curriculum adaptation needs, behaviour, mental well-being, illness or other reasons need to be educated in alternative educational settings. Students may be in alternative provision placements on a part-time schedule with continued mainstream schooling, or full-time for a limited period. Off Site Direction to alternative provisions will include an educational package that may be different to that offered in a mainstream school setting but will still have a focus on the delivery of an English, maths and science curriculum, with other relevant courses and qualifications.

The alternative providers commissioned by Allestree Woodland School range from an internal provision staffed and managed on site, online educational provisions, small off-site educational settings, hospital school and larger independently registered schools.

All providers will undergo formal quality assurance by Allestree Woodlands School. Free schools and independent schools will be formally inspected by Ofsted. In all cases a commissioning agreement is signed by the school and the provider which outlines the purpose of the placement, the curriculum delivery, agreed SMART targets and, where necessary, a return to school plan.

The Department for Education stipulates that alternative provisions should:

- Promote good academic progress and attainment similar to pupils in mainstream school, particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications
- Properly identify and address pupils' personal, social and academic needs to help them overcome any barriers to attainment
- Improve pupil motivation and self-confidence, attendance and engagement with education
- Have clear objectives, including next steps following the placement; for example: returning to mainstream school or further education, training or employment.

All Off Site Direction will be closely monitored and targets and progress will be reviewed regularly. Where appropriate return to mainstream school will be facilitated.

### **Positive Handling**

Staff will always use appropriate de-escalation strategies to diffuse situations and to ensure all students are safe from harm. In rare situations and when all strategies have been exhausted all staff are empowered to use 'positive handling'. Positive handling may be used when students are demonstrating a risk to themselves, other students or school property. Students' SEND will be taken into account when determining de-escalating strategies and deciding when to engage in positive handling. There are several staff in key pastoral posts that have been trained in positive handling.

Following all reported incidents of positive handling, CCTV is viewed by SLT, staff statements are taken, parents are informed and the students' voice collected. Incidents are logged and analysed by the Deputy Headteacher with responsibility for behaviour. Where inappropriate intervention and conduct is identified an investigation will take place. Positive handling records are reviewed annually.

Parent/carers acknowledge the school's power to use reasonable force by accepting the terms of this policy.

For further information refer to the Positive Handling Policy.

## **Searching Students**

*The Violent Crime Reduction Act (2006) gives staff the right to search students for offensive weapons and illegal substances. It is obligatory for staff to give the Police any evidence discovered during a search. This might include drugs.*

*'Reasonable force may be used in exercising the statutory power introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by section 242 of the ASCL 2009, to search students without their consent for weapons'*

From September 2010 the power to search students without their consent was extended to include alcohol, illegal drugs and stolen property. Any search will be conducted by a member of SLT or the Lead for Behaviour Intervention and Support in the presence of another member of staff, with the student's gender being taken into consideration. When illegal substances or weapons are found during a search they will be confiscated and parents and the police will be informed. Staff will follow direction from the police regarding any next steps.

Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately, including undertaking a police strip search on a child and the requirement for children to have an [appropriate adult](#).; see [Searching, screening and confiscation at school guidance](#) (2022)

When students resist or refuse to be searched, staff will assume this is the student's acceptance of possession of weapons or illegal substances and will respond appropriately. However, where resistance is expected staff may judge it safer to contact the Police.

When accompanying staff believe a search was administered inappropriately an investigation will take place.

## **Mobile Telephones and Devices**

*'Mobile phones can be confiscated in schools if they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti bullying policy (EIA 2006)'. In 2009 the Education Minister has advised schools that mobile phones should not be allowed in school.*

The use of mobile telephones is not allowed in school without express permission of the classroom teacher. Mobile devices should not be used during lunchtimes.

If a member of staff sees or hears a mobile telephone or mobile telephone accessories, including earphones, the device/accessory will be confiscated and taken to the Main Reception. The

student will receive a receipt for the device and any damage will be noted. The student can then collect the device at the end of the day. The confiscation will be logged.

If the student has a device confiscated for a second time in an academic year it will need to be collected by a parent or carer.

If the student has a device confiscated for a third time in an academic year it will need to be collected by a parent or carer during a meeting with the Head of Year. In this meeting a contract will be signed to determine if the student will not bring in their device to school or hand it in to Front Reception at the beginning of the day for two weeks.

In very extreme situations, where a member of staff reasonably suspects that a student may be involved in cyber bullying, the head teacher or a senior member of staff can ask a student to reveal a message or show the content of the phone for the purpose of establishing if bullying has occurred. Where a student refuses to comply with this reasonable instruction a disciplinary sanction may follow.

### **Behaviour Outside of School Hours and Off School Premises.**

It is the duty of the school to always keep students safe and to respond quickly and effectively to all incidents of reported poor behaviour by our students. Poor behaviour out of school hours and off school site may still be subject to the full range of school sanctions. Instances of bullying, including cyber-bullying and any other form of abuse using digital media; inappropriate abusive or dangerous conduct towards other students or members of staff; supplying, using or acting as a conduit for illegal substances; damage to property; inappropriate sexual behaviour; racist, homophobic or any other kind of abuse; theft; persistent disruptive or anti-social behaviour and any other serious breaches of school rules. Please note that this is not intended to be an exhaustive list and that there may be other situations where sanctions may be applied.

### **Appendices and Linked Policies**

Suspension and Permanent Exclusion School Policy  
Uniform Policy  
Anti Bullying Policy  
Behaviour and Well Being Policy  
Attendance Policy  
SEND Policy / SEND Report  
Equality Policy  
Safeguarding Policy  
Positive Handling Policy  
Child on Child Abuse Policy  
Online Safety Policy  
Social Media Policy  
Examinations Policy  
Complaints Policy



## **Appendix 1 Behaviour and Well-Being**

When responding to student behaviour staff at Allestree Woodlands School keep Student Well-being at the forefront of their decision making. This includes when dealing with the behaviour at the time of it occurring, during any restorative work and in the sanctions issued.

Key aspects of considering well-being in these situations are outlined below.

### **When dealing with the behaviour at the time of it occurring staff will:**

- Use appropriate voice, tone and language
- Avoid the use of language which demeans or intimidates the student
- Separate the behaviour from the individual
- De-escalate situations by remaining calm, avoiding arguments and considering the students ability to respond appropriately at the time.

### **During restorative work staff will:**

- Allow students time to reflect
- Speak calmly and clearly, using age and ability appropriate language and giving the child time to understand what is being said
- Avoid repeatedly referring to the behaviours
- Explain how the behaviours have affected learning
- Separate the behaviour from the individual

### **Sanctions**

- Sanctions will not cause shame or humiliation
- Parents are informed of after school sanctions and at what time they end
- Students who are withdrawn from lessons will be given suitable work and allowed appropriate breaks.

### **Racism, homophobia and discrimination**

The school will respond quickly to all incidents of discrimination of students including homophobic language, racist language and language related to disability. In these circumstances a sanction will be issued, parents informed, a restorative conversation will take place and the incident will be logged. Students who repeatedly display this type of behaviour will be given specific education and intervention to prevent it.

### **Child on Child abuse**

Allestree Woodlands School does not tolerate Child on Child Abuse and will act quickly and appropriately to respond to incidents and eradicate further incidents through procedures outlined in our Child on Child abuse policy. Child on Child abuse can take many forms including

- Sexual Harassment
- Sexual Assault
- Upskirting
- The sharing of sexually explicit images

## Behaviour and Safeguarding

Staff have good awareness of the signs of abuse and wider environmental factors that might be a threat to a child's safety. Staff will report any concerns about behaviour that may fall into this category such as:

- unexplained changes in behaviour or personality
  - becoming withdrawn
  - internal and external truancy
  - seeming anxious
  - becoming uncharacteristically aggressive
  - lacking social skills and has few friends
  - lacking empathy
  - knowledge of adult issues inappropriate for their age
  - significant changes in uniform
- 
- Staff will not keep students in after school sanctions if there is a risk to their safety or wellbeing

## Behaviour and Well-Being Strategies

Allestree Woodlands School is committed to identifying the causes of behaviour rather than simply responding to it. There are a number of strategies that can be adopted.

- Strong and committed pastoral team support
- Mutually agreed and consistent staff responses through an IEP
- Appropriate SEND testing and diagnosis
- Curriculum manipulation
- TOC
- Internal Mentoring
- External Mentoring
- Well-being ambassadors
- RCAD Assessments
- Mental Health First Aiders (Staff and Students)
- Referral to Art Therapy
- Referral to the Grove
- Referral to the Well-Being centre
- In school mentoring
- Therapy dog sessions
- Completion of an Early help Assessment and access to appropriate Early Help support
- Referral to outside agencies such as CAMHS, School Health or Social Care
- Alternative Provision at centres which offer therapy such as The Island and Pony Partnership