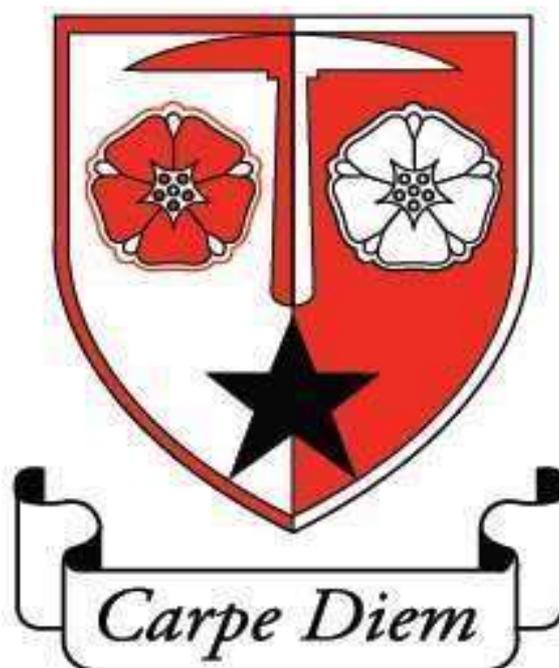


Audenshaw School



Behaviour Policy (Incorporating Antibullying)

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
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	10 April 2019	10 April 2019	Addition to clarify when step out or fixed term exclusions will apply
2.2	Jimmy Watt	11/12/2019	08 January 2020	08 January 2020	Amended to include new values and procedures.
2.3	Jimmy Watt	01/03/2021	04/03/2021	04/03/2021	Reviewed and amended
2.4	Jimmy Watt	01/07/2021	26/07/2021	26/07/2021	Reviewed and amended in line with new guidance.

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our 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 our school community will be valued and every success will be celebrated.

Our 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 culture of high expectations for all students and staff within our school is strengthened through the promotion of the following values in all members of the school community:

- **Respect**
- **Responsibility**
- **Resilience**

3. PASTORAL ROLES

Class Teacher	Form Leader	Year Leader
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 leaders about their leader groups. Report all safeguarding concerns using Myconcern Take part in the detention rota.	As a class teacher plus... 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.	As a class teacher plus... Deliver assemblies. Be visible at breaks and lunchtimes. Take part in isolation rota. Arrange the admission of new starters and managed moves. Monitor form leader 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.

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 Achievement Points.

Achievement Points are used to determine which students will be rewarded. Students are rewarded for demonstrating the School's values.

- **Respect**
- **Responsibility**
- **Resilience**

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. These devices will not be returned to students and must be collected by parents/carers from the school reception. Students that have a mobile phone/smart device confiscated will also receive a red card detention.

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 Reset 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 leaders. Any lateness will result in a yellow card detention.

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 Rapid Reset period for 24 hrs with extended school day until 3:40.

Rapid Reset: vandalism, smoking, truancy, fighting, bullying or while a serious incident is investigated.

Students in Rapid Reset 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 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, Great Academy, 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 noncompliance 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.

Audenshaw School has a zero tolerance policy with regard to drugs. Students who bring drugs in to school, bring in drug taking paraphernalia to school, use drugs in school and/or appear to be under the influence of drugs in school would be permanently excluded.

Audenshaw School has a zero tolerance policy with regard to alcohol. Students who bring alcohol in to school, use alcohol and/or appear to be under the influence of alcohol in school would be permanently excluded.

Audenshaw School has a zero tolerance policy with regard to weapons. Students who bring weapons into school would be permanently excluded.

Restorative Reset

Students will have to complete a extended period of work in Reset. This period of time will be determined by SLT. Alongside their normal studies, students will complete a bespoke programme of restorative work designed to reintegrate them back into the main school. The

aim of the work is to focus on the causes of the offence, decision making, motivation and aspirations. Students cannot graduate from Restorative Reset until this work is completed to a high standard. Students cannot graduate from Restorative Reset until their conduct reflects all 3 of the school values.

Following the Reset work programme a reintegration meeting must be held with student, parent/carer and a SLT member.

- Following Fixed Term Exclusion/Step Out
- Persistent breaches of Behaviour policy
- 3 occasions in RAPID RESET
- Following failed Managed move placement

Reintegration following step out/fixed term exclusion/Reset:

Following any sanction of Restorative Reset, step out or fixed term exclusion. A reintegration meeting will take place on the morning of the student's return to school. Present must be; student, parent/carer/member of Senior Leadership Team.

The purpose of this meeting is to assess the student's readiness to return to school. The student will be asked to explain why they were given the sanction and explain how they intend to avoid further sanctioning. The school will outline what support will be put in place and parent/carer will make a commitment to support student and school. A review meeting and date will be set after 2 weeks to judge success.

If the review is not passed by student (for any further breaches of behaviour policy or reintegration review.) This could result in extension of review period, further sanctioning, Governors behaviour panel meeting, fixed term exclusion and/or permanent exclusion.

Specific sanctions given to students will not be shared or discussed with third parties

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
<p>Have the responsibility to treat others with kindness and tolerance</p> <p>Have a responsibility to care for others and to report incidents of bullying to employees</p>	<p>Have a responsibility to report any concerns to school</p>	<p>Have a responsibility to take any allegation of bullying seriously, to report this to relevant employee who can investigate</p>

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 as peer mentors, prefects, form leaders, 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 in 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 Myconcern, 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 Myconcern, 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).

STUDENT CONDUCT OUTSIDE THE SCHOOL GATES

The School has the power to discipline students for poor behaviour outside of the school premises and the school day. The School will sanction any student who misbehaves when taking part in any school organised/ school related activity, travelling to or from school, in or out of school uniform.

Serious sanctions will be given to any student that behaves poorly outside of school when that behaviour could have repercussions for the orderly running of the school, poses a threat to another student/staff member/member of the public and/or could adversely affect the reputation of the school.

In all cases of poor behaviour a staff member can only sanction the student on the school premises or elsewhere when the student is under the lawful control of a staff member.

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 Principal 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 Principal or, in their absence, the Deputy Principal immediately so the incident can be recorded and investigated if appropriate.

Appendix 1

Drug taking paraphernalia

Items the school would consider to be drug taking paraphernalia (List is not exhaustive and items considered to be drug taking paraphernalia remain at the school's discretion.)

- Grinders
- Filters
- Papers
- Pipes
- Lighters
- Vaporisers
- E-cigarettes
- Water pipes
- Rolling machines

Appendix 2

Potential signs of being under the influence of drugs

Potential signs of being under the influence of drugs (List is not exhaustive and signs of drug use remain at the school's discretion.)

- Red eyes
- Poor muscle and limb coordination
- Increased appetite
- Delayed reaction times
- Smell/body odour
- Panicking
- Anxiety
- Increased heart rate
- Distorted senses
- Chest Pain

Appendix: COVID19 - Behaviour Policy Addendum

At Audenshaw School we aim to maintain a secure, caring and stimulating environment in which students are encouraged to have respect for themselves and each other and adults. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy incorporating AntiBullying. These adjustments are set out below:

Arrivals Departures and Moving round the school.

- Students will enter school through their designated entrance at the agreed time.
- Students must wear a face mask at all times in the school building. This includes lesson time. Students are permitted to remove their masks to eat/drink and when outside. The student face mask must cover the chin, mouth and nose.
- There will be markers on the floors to support students with social distancing. At their designated home time, students will leave the building from their designated exit.
- Movement around the school will be limited. When the students leave their bubble to go outside for break, lunch or outdoor learning, they will follow the markers on the floor to ensure they stay an appropriate distance, at least 2 meters from peers and adults.
- Students will follow an adult from their bubble on their designated route.
- Students will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.
- Students must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other students.
- For the safety of students and staff, parents/carers must not drive their children to school on to Hazel Street.

Hand washing and Hygiene

- Students will be expected to follow all hand washing and hygiene routines while in school.
- Students will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.
- We insist students to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.
- Students will be reminded not to touch their face, mouth, nose or eyes while at school.
- Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (AS per behaviour policy, yellow and red cards).
- When students enter their bubble, they will be expected to go straight to their desk and nowhere else in the room.
- Students will put their hand up if they need an adult's support, they will not get out of their seats. Teachers will ensure that students, where ever possible, adhere to social distancing measures.
- Where students are not complying , the usual disciplinary procedures and sanctions will be used (As per behaviour policy, yellow and red cards).

Toilets

Each Bubble will have their own toilets to use. These will be sign posted. The number of students allowed in the toilet will be limited and signposted. When a student has finished in the toilet they must wash their hands.

Break times

Students will have a designated place to play during break times. Students will be expected to remain socially distant from both peers and adults during play and break times. Students must stay in their designated area at all times.

Behaviour in school

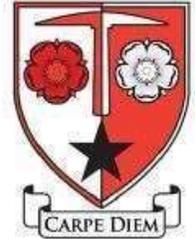
In addition to the existing behaviour policy, Audenshaw School is now a **non-contact** school. **Students are not permitted to touch one another.** This includes any form of touch, even if playful, this includes shaking hands/fist bumping. **Students that deliberately touch or make physical contact with one another will be sanctioned** (as below). This measure has not been introduced lightly. This is to ensure student and staff safety.

If a student's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Verbal warning
- Yellow card detention
- Red card detention
- Isolation
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with student's parent/carer.
- If the health and safety of other students and staff members are put at risk by a student not adhering to social distancing measures, then the parent/carer will be expected to collect the student immediately and a fixed term exclusion will be applied in line with Exclusion guidance.

HOME SCHOOL AGREEMENT

The School, parents/carers and the student will work in partnership to help build an exceptional young man.



- An exceptional young man will consistently demonstrate the three school values: **Respect, Responsibility and Resilience**
- An exceptional young man will work tirelessly to reach his full potential and achieve success
- An exceptional young man will embrace every opportunity and leave Audenshaw School as a highly employable young man ready to make a positive contribution to society
- An exceptional young man will always remember with pride that they are an “Audenshaw Boy”.

SCHOOL

Will help your son to become an exceptional young man because we will provide a quality education in a caring community based on values of **respect, responsibility and resilience** and a relentless pursuit of excellence in all that we do.

PARENTS/CARERS

Will help your son to become an exceptional young man because you will:

- **Respect** and trust the School. We will always make the best decision for your son
- Take **Responsibility** for your son’s education
- Develop your son’s **Resilience** and independence.

STUDENTS

Will work towards becoming an exceptional young man because you will:

- Be **Respectful** at all times
- Take **Responsibility** for your own academic and personal development
- Show **Resilience** and never give up.