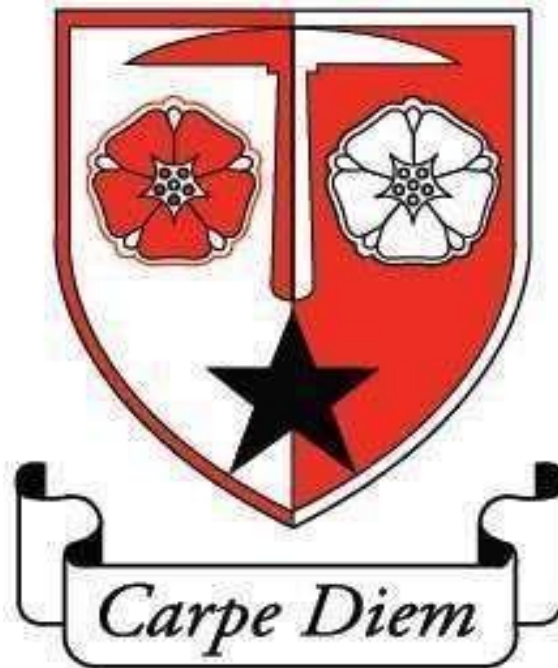


Audenshaw School



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
2.2	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.
2.5	Jimmy Watt	12/10/2021	22/10/2021	22/10/2021	Amended due to DfE guidance on terminology changing
2.6	Jimmy Watt	12/10/2022	14/12/2022	14/12/2022	Reviewed and amended
2.7	Jimmy Watt	04/07/2023	14/09/2023	14/09/2023	Amended to include class charts and changes to classroom management protocols

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. The Audenshaw Charter

Student	Staff	Parent
<p>Start each day fresh.</p> <p>Arrive to school and lessons on time.</p> <p>Wear my full school uniform with pride.</p> <p>Come to school fully equipped and ready to learn.</p> <p>Show respect and kindness to staff and peers and to the school site.</p> <p>Take responsibility for my learning and my actions.</p> <p>Be an active and enthusiastic participant in learning.</p> <p>Take every opportunity to for challenge and self-improvement.</p> <p>Share any concerns with staff and parents, so that support can be put in place.</p>	<p>Start each day fresh.</p> <p>Expect and facilitate a calm and orderly start and end to each lesson. Meet and greet on the door and have a task ready for learning to begin. Line up and check uniform in the classroom before releasing your class.</p> <p>Create a safe and inclusive space where students can learn and flourish.</p> <p>Take every opportunity to recognise and reward student achievements.(minimum 3 per lesson)</p> <p>Provide students challenging and engaging lessons.</p> <p>Model the highest of expectations for students and other members of staff. Be clear, calm and consistent.</p> <p>Provide a restorative conversation and call home when any red card behaviours are issued. Record this on ClassCharts</p> <p>Regularly communicate with students and home to address concerns and to celebrate success. Record this on ClassCharts.</p> <p>Respond to parent communications no longer than one school day from request.</p>	<p>Start each day fresh.</p> <p>Support the school with my son's attendance and ensure he is punctual to school everyday.</p> <p>Ensure my son has the correct uniform and equipment each day.</p> <p>Encourage my son to demonstrate the school values in their daily conduct.</p> <p>Take an active interest in your son's experiences in school and attend parental meeting and whole school events.</p> <p>Stay up to date with my son's behaviours and achievements though the ClassCharts app.</p> <p>Work in partnership with the school to celebrate your son's achievements.</p> <p>Communicate any concerns with staff so that the right support can be in place.</p>

4. REWARDS

Audenshaw School believes that it is important to praise and reward. We will actively look for ways to reward students for exemplary behaviour and outstanding progress.

Students can earn Achievement Points for demonstrating the 3 School Values:

Respect Responsibility Resilience

Parents are notified of Achievement Points through the ClassCharts system / app



Each half term, students' achievements are recognised through Year Leader rewards assemblies and the Principal's Values' Reward. Each term, further achievements will be recognised by the school through trips/experiences/prizes.

Students will be recognised through:

- Postcards home
- Gold Principal postcards
- Curriculum Leader Subject Awards
- Reporting home and attitudes to learning grades
- Positive comments in class and/or reinforcement at the end of the lesson
- Celebration of achievements shared in the school assemblies/or on the website
- Certificates e.g. for exemplary/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.
- Through the school's social media forums

The school also runs 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, weekly subject rewards.

5. BEHAVIOUR FOR LEARNING AND 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'. Parents should be notified of any detention via the ClassCharts app. Where a red card is issued parents should expect a phonecall within 24 hours from the staff member that issued the card.

Furthermore, in order to maintain a positive environment, which is focused on learning, the school has a **ban on mobile phones and 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. We believe that this contributes to our excellent learning environment. It removes distractions so that students can focus and engage in their learning.

Punctuality

All students are expected to be outside their form room and ready to learn by 8.20am. Any student that arrives to school between 8.20am - 8.45am must go to their form room immediately. These students will receive a late mark.

Students arriving after 8.45am must sign in at school reception.

Students with a late mark to school must attend a lunchtime late detention. This will be held in MG13.

A red card detention will be issued for any students that fail to report to the late detention. Further sanctions and interventions may be issued for poor punctuality and persistent lateness to school.

Students with persistent issues with punctuality will be expected to attend punctuality improvement meetings with parents and carers. Poor punctuality could lead to attend contracts and penalty warnings / fines.

Late attendance will be recorded as such on school records.

Any lateness to lessons will be addressed and recorded by classroom teachers. Further sanctions and interventions will be used to address persistent lateness to lessons.

Vandalism

Deliberate damage of school property directly affects the education of our students by taking much needed funds to repair the damage caused. To redress this, the school will charge the

parents of students who deliberately destroy or cause damage to the school, its fixtures, fittings and property.

All deliberate damage to school fixtures, fittings and property will be costed and an invoice generated which will be forwarded to the parent/carer of the student along with a letter of explanation. In cases where financial issues may be causing the student and their family great hardship the school may negotiate an alternative to payment.

Student conduct outside of 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.

Taking account of individual students (SEND, vulnerability, race, religion, culture and all protected groups under the Equality Act 2010)

Audenshaw School will work to ensure reasonable adjustments are in places for those whose apparent inappropriate behaviour may be a function of their SEND, disability, racial and/or cultural background or protected group status. This may include, key workers, pastoral interventions, adjusted timetables etc

Training and regular updates will be provided to staff, where necessary, to better equip them to meet such students' needs. Regular Class Charts data and 'round robins' will be used to monitor behaviour success and concerns and best practice will be shared.





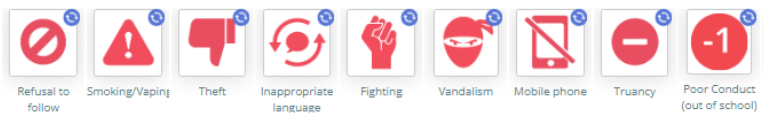
If, after these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to serious sanctions including the use of Permanent Exclusion.

Behaviour Management.

Staff at Audenshaw School are committed to high standards of behaviour and engagement across school. Staff approach behaviour issues in a **clear, consistent and calm** manner. Professionalism will be the foundation of our approach.

All staff use ClassCharts as a classroom management tool. Staff can use this tool to adjust seating plans, view individual learning plans/strategies, reward students and to sanction students in the event of poor behaviour.

4 stage behaviour management process:

<p>Stage 1</p>	<p>Stage 1: Quality First Teaching</p> <p>Staff will be at their classroom door to meet and greet students. They will use seating plans, their own physical positioning, positive framing, differentiated tasks, questioning, visual instructions, non-verbal cues and other Walkthru strategies to facilitate excellent learning.</p> <p>Staff will identify positive attitudes to learning and engagement and reward a minimum 3 achievement points per lesson.</p>
<p>Stage 2</p> 	<p>Stage 2: Teacher Prompt</p> <p>Where these measures have not resolved the issue a clear verbal warning must be given to the student and logged on ClassCharts. <i>For example;</i></p> <p><i>“Name, unfortunately <u>you have chosen</u> to talk over the top of me again, please do not, this is a warning, a chance to reset your behaviour, we are listening to instructions, thank you”</i></p> <p><i>“Name, this is a warning for off task behaviour. I have offered to help with and currently you have chosen to not start the task we are working on. Can we get on task? Thank you”</i></p> <p><i>“Name, I have asked the class to work quietly and independently, <u>you are choosing not to do this</u>, this is a warning for that behaviour, please get on quietly or ask for help. thank you”</i></p>
<p>Stage 3- Yellow Card</p>  <p>30 min same day detention</p>	<p>Yellow card issued for: Message sent home via Classcharts</p> 
<p>Stage 4- Red Card</p> 	<p>Red Card issued for: Message sent via ClassCharts</p>  <p>Students are to be sent to ‘partner teacher’ as agreed by Curriculum Leaders</p> <p>Restorative conversation and red card phone call home from issuing teacher. – recorded on notes. Two red cards in one day results in period in Reset for 24 hours with extended day until 3:40 - the next day.</p>

1 hr same day detention	
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Serious breaches of behaviour policy.

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

Use the OnCall alert button on their SIMS registers. Teachers are encouraged to not continue to challenge students as this will disrupt the learning of the class.

Staff will use the OnCall button on ClassCharts and a team member will arrive to support and remove the student. Immediately a Rapid Reset period for 24 hrs will be arranged, including an extended school day until 3:40pm.

Other serious breaches of the school behaviour policy may also result in a student being given a Rapid Reset session.

Rapid Reset behaviours can include: vandalism, smoking/vaping, truancy, fighting, bullying, serious disruptive behaviours or while a serious incident is investigated.

Students in Rapid Reset will:

- Attend Reset in full school uniform.
- Have an extended school day, until 3:40pm.
- Students will have break and lunch separately from their peers.
- Students will be supervised for bathroom breaks.
- Students will work quietly and sensibly.
- Students may 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 Pastoral Team. .

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 RESET but is not deemed as a suspension. During a period of '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 suspension will then apply.

Suspensions: Suspensions can be given to students with continued breaches of the school's Behaviour Policy, cases of physical assault, cases malicious allegations, use of foul and abusive language, use of threatening language, refusal to follow instructions, continued bullying, incidents that threaten the safety and well-being of students, employees or visitors and any incident involving the police. This suspension is recorded on each students SIMS record.

OSD

An off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school.

Schools may determine at the end of a 12 week review period that the pupil has become settled and successful in this placement and it will be agreed, by all parties that students will go on roll at this school.

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 informed.

Audenshaw School has a zero tolerance policy with regards to weapons, drugs and alcohol. Students who bring in or use these items in school are likely to be permanently excluded.

Reintegration following step out/Suspension/Reset:

When a student returns to the main body of the school following a period of , step-out, OSD or suspension A reintegration meeting will take place on the morning of the student's return. The student must be present with their parent/carer and year leader. Following a suspension a member of the senior leadership team will be present.

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. Student conduct will be reviewed by Year Leaders after 2 weeks of reintegration.

If the review is not passed by the 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, suspension 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 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 the 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 improve 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 care for others and to report incidents of bullying to employees	Have a responsibility to report any concerns to school	Have a responsibility to take any allegation of bullying seriously, to report this to relevant employee who can investigate

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 – we 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
- LGBTQ+
- Race
- Religion
- 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 Principal (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/carers reports bullying to the school

(In person, using Myconcern, through a peer mentor or the online reporting button).

Staff can alert Year leaders to any issues of bullying. All details should be recorded on MyConcern

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: RESET: Student, teacher, parent reports bullying behaviours have continued.

(In person, using Myconcern, through a peer mentor or the online reporting button)

Pastoral member of staff with anti-bullying responsibility informed – Year Leader to investigate.

Further statements taken from all parties to see if allegation fits definition of bullying. All statements logged on SIMS/MyConcern. 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: SUSPENSION

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 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'.

Staff 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.

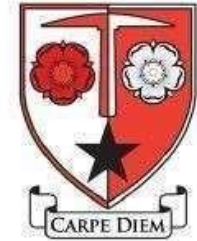
While intervening, the employee must:

- 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, Vice Principal immediately so the incident can be recorded on MyConcern and investigated if appropriate.

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.