



## APHS Student Behaviour, Uniform, Anti Racism, Anti Homophobic and Anti Bullying Policy

Alderman Peel High School promotes high standards of personal conduct and believes that it is essential that standards of behaviour both in and out of the classroom are fully understood by everybody within the school community.

### **HOME / SCHOOL AGREEMENT**

#### **The School will make every effort to:**

- create a safe learning environment for our students
- ensure that our students achieve their full potential as a valued member of the school community
- provide a broad, balanced curriculum which offers a variety of opportunities to meet individual needs
- achieve high standards of teaching and learning through building good relationships and developing a sense of responsibility
- Keep you informed about the School and about your child's progress through reports, parents meetings and student planners.
- promote excellent standards of attendance, behaviour and punctuality, and pride in the School
- be open and welcoming at all times and offer opportunities for parents and carers to become involved in the daily life of the School
- respond to your concerns effectively
- Reward students for hard work, effort, progress and achievements.
- Challenge students enabling them to make excellent progress.

**Signed** ..... **Headteacher** **Date**.....

#### **I/We shall make every effort to:**

- ensure that my child attends school regularly, on time, in school uniform and is properly equipped
- make the School aware of any concerns or problems that might affect my child's work or behaviour
- support the School's policies and guidelines for behaviour
- support my child in completing homework and regularly check the student planner
- support my child to participate in extra-curricular activities
- attend meetings where I can discuss my child's progress
- encourage my child to achieve their full potential and to value their achievements and those of others
- express any concerns courteously

**Signed** ..... **Parent/Guardian** **Date** .....

#### **I will:**

- attend School regularly and on time
- bring the equipment I need for lessons every day
- dress appropriately for school following the rules regarding uniform and hair
- follow the Student Code of Conduct (as displayed in all classrooms)
- represent the school in a positive way (including travelling to and from school)
- complete all my class-work and homework to the best of my ability and make full use of my student planner
- behave in a way that encourages others to follow the school code of conduct

**Signed**..... **Student** **Date**.....

This school is committed to ensuring that all Students have a safe, friendly and supportive place to work. Alderman Peel High School promotes positive behaviour management.

We strive always to create an atmosphere which is conducive to good behaviour. Staff will do this by, leading by example, by rewarding students who conduct themselves well with praise and other forms of recognition, individually and publicly, by continually reminding students of the school code of conduct and relating actual behaviour to them and by correcting students who fail to behaviour according to our expectations and employing appropriate sanctions.

We operate a positive approach of reasoning and flexibility in sanctions consequent to incidents that takes into consideration the individual student and the circumstances.

### **Rewards**

#### **Achievement points: awarded for the following types of success:**

- Good work / effort
- Working well in class
- Good ideas / answer
- Good test results
- Being helpful / considerate
- Supporting your house
- Academic achievement
- Any other positive conduct

#### **Achievement points will have a redeemable value for items such as:**

- Gift vouchers
- Stationery
- Jump the queue lunch passes
- Money off vouchers for school trips and visits
- Charity donations

**A reward poster is up in all classrooms which outlines the rewards students can swap for achievement points.**

#### **Shields and Trophies awarded each term to forms and houses**

- Best attendance
- Most 100% attenders
- Most improved attendance
- Most achievement points
- 100% attendance draw to win gift vouchers
- Various House competitions

#### **Presentation Day - July**

Prizes and certificates are awarded for effort and achievement in each subject area to successful students in all year groups. There are also awards for service to the school

#### **Awards Assembly - October**

Students successful in GCSE examinations and students who have given outstanding service to the school are invited to return to receive prizes and certificates.

#### **Certificate Evening - November**

Past Year 11 students receive their GCSE certificates from a guest speaker and celebrate their success.

## **The Right to Sanction**

All teachers and other staff in charge of students have the power to discipline. Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. At Alderman Peel High School the following disciplinary measures are operational.

### **THE '3 STRIKE' SYSTEM.**

**This system is implemented in every classroom and is designed to allow the student to make the right decision about his/her behaviour before it escalates and warrants a sanction.**

This is a system that allows for a whole school consistent approach, and also allows for staff discretion when dealing with specific incidents.

This system is based around the idea of enabling students to remain in the classroom against providing an environment where everyone can learn and not be disrupted by negative behaviour.

If a student is removed from lessons or self-removes, they must fill in a Reflection sheet, to allow them to consider their behaviour and how to improve this in future. Removal will also result in an after school detention.

Please see guidelines for sanctions (appendix 1)

## APHS Behaviour Procedure – Removal from lessons

Student is removed from lesson or removes themselves



Removal form completed by staff



Removal from completed by student in SPRO



Incident logged on SIMS by SPRO



Parents contacted by member of staff or DOL



ASD issued to complete the work missed in the lesson



Apology made by student to resolve situation BEFORE returning to lesson.  
DOL to be involved to support process



Form returned to member of staff to complete action taken and sign off

APHS Behaviour Procedure – Exclusions

Student removed from lesson or removes themselves



Behaviour warrants internal exclusion?

No

Yes



Kept on internal exclusion



Internal exclusion completed successfully?

Yes

No



Student removed to admin corridor



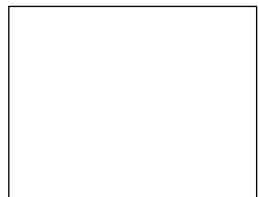
Repeat of internal exclusion in SPRO



Internal exclusion completed successfully?

Yes

No



Alternative or fixed term Exclusion



Student stays on Alternative Exclusion until completed successfully or completes fixed term exclusion

## **Regulating Students' Conduct and Disciplining them for Misbehaviour Outside of the School Premises**

Sanctions will apply to students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school. Action would be taken against any student who was verbally abusing members of the public on a bus on the way to school.

If someone causes any distress to the bus driver on his/her journey to and from school they should expect to be banned from using the bus for an agreed length of time (often two weeks). Parents/guardians would be notified of this in advance.

Sanctions will apply if misbehaviour takes place on Work Experience or whilst the student was taking part in a further education course as a part of a school programme.

The school will apply sanctions if a student misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

The school would take action if a student harassed a member of staff or student off school premises, including through the internet.

### **Uniform**

It is the policy of the school that uniform should be worn by all students throughout Years 7 – 11. The uniform supports the ethos of the school and helps to instil discipline and pride in appearance in students. The standard uniform is set out below:

## SCHOOL UNIFORM

### SCHOOL WEAR

Blue blazer with embroidered badge \*

White formal shirt (tucked in, collar fastened)

Tie \*

Black trousers (not tight fitting) or black knee length skirt

Plain dark socks

Black sturdy shoes (not trainer style, mules, canvas or uggs)

Plain external coat

(no hoodies)

Hair – one natural colour. Appropriate hairstyle e.g. no shaved patterns/motifs in hair.

### SPORTS KIT

White polo shirt with collar (girls) \*

White polo shirt

no collar (boys) \*

Navy blue shorts (both) \*

Navy blue Rugby shirt \*

Navy blue sports socks with sky trim \*

Trainers – indoor and outdoor (not fashion pumps)

Black/navy (preferred) swimming costume/trunks, hat and towel

Optional extras e.g.

Football boots/moulds, tracksuit bottoms, hoodie (navy)

Compulsory - shin pads, mouthguards.

### JEWELLERY

2 small earrings in each ear (max) – no other body piercings allowed.

Small chain necklace

Watch

One ring on each hand (max)

1 charity bracelet (as chosen

by Student council)

*Please note: all jewellery must*

*be removed for PE lessons*

### EQUIPMENT

School bag, 2 Black/blue pens, pencil, rubber, ruler, calculator and books as and when required.

**\*Selected school uniform and sports kit is for sale from Alderman Peel High School Reception**

The school retains the right to assess individual appearance and garments as inappropriate
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### Bullying

Every child has a right to learn in a safe environment, free from harassment and bullying.

Bullying is something we all need to take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes pain and distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educational, emotional and social development.

There are four main types of bullying:

- Physical – eg hitting, spitting, taking possessions
- Verbal – eg name calling, teasing, making abusive comments
- Indirect – eg spreading nasty stories
- Cyber – eg texting, emails, social network messages

Everyone – staff, pupils, parents/carers and members of the community – has a role to play to stop bullying. We know that children with SEN or disabilities are much more likely to be bullied than other children, so it is very important to be alert for any signs that bullying is taking place.

### **Racism**

The belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

### **Homophobia**

Homophobia is the dislike of or prejudice against homosexual people

### **Anti-transgender/transsexual behaviour**

Anti-transgender behaviour is prejudice relating to a person whose self-identity does not conform unambiguously to conventional notions of male or female gender.

Anti-transsexual behaviour is prejudice shown against a person who emotionally and psychologically feels that they belong to the opposite sex.

**Bullying, Racism, Homophobia and anti-transgender/transsexual behaviour at APHS will not be tolerated. (see the Guidelines for sanctions included in this policy)**

### **The Detention system – clarification.**

### **Room 8 detention/Faculty Catch-up**



This will happen on various lunchtimes from 12.15 – 12.40pm.

This will be run by the Deputy Headteacher and Directors of Learning

This detention can be allocated via SIMS and viewed on the SLG.

Possible reasons for room 8/Faculty catch-up detentions are for low- level disruption/minor offences and may be for the following reasons:

- Uniform.
- Lateness to class.
- Chewing gum.
- Lack of equipment/homework.
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**Failure to attend an room 8/faculty detention will result in a loss of social time**

### **After School Detention with Leadership Team**

This will happen on Friday after school from 3.00 – 4.00pm.

This will be run by the Leadership team (see calendar for member of LT).

This detention can also be allocated via the SIMS system and seen on the SLG. However staff must be wary of which day they allocate for a student, as sufficient time must be allowed to be able to inform parents, via the in-touch system using email and texts.

Possible reasons for After School detentions are:

- Major disruption to learning – removal from class, persistent disruption.
- Persistent non completion of homework/ coursework.
- Anti-social behaviour

After this sanction, the next step will be **Internal Exclusion**.

## **Work, Attitude, Contribution to School Life**

	<b>In every lesson:</b>	<b>In every lesson students will:</b>
1	The learning objectives will be shared and put in context	Take note of the learning objectives
2	Behaviour for Learning objectives will be made explicit	Focus on their own behaviour for learning
3	Learning will form part of a coherent programme of study	Be organised, bringing the necessary equipment and planner
4	Seating arrangements are at the discretion of the teacher	Follow the seating arrangements set by the teacher
5	The Positive Behaviour Management Policy will be followed	Follow the School Code of Conduct
6	Health and Safety rules will be clear	Follow health and safety rules
7	Homework will be set in accordance with faculty policy	Submit homework on time and to the best of their ability
8	Learning will be challenging	Strive to do their best
9	Work will be differentiated	Ask for help when necessary
10	Praise and House points will be allocated for positive contributions	Respect the views and efforts of others
11	Students will be made aware of their Assessment for Learning targets	Know their Assessment for Learning targets
12	There will be an opportunity to review learning	Reflect on what they have learnt

**Be Positive ! Be Enthusiastic!**

## **Consultation**

### **Student Voice**

The consultation of students is an important recent duty which reflects children's rights under Article 12 of the United Nations Convention on the Rights of the Child. It will also help us to meet the National Healthy School's Standard criteria on allowing children a voice in matters that affect them.

- It is our policy to regularly involve students in the appointment of new teaching staff.
- We aim to seek student opinion from whole year groups from time to time over both pastoral and academic issues.
- We have an elected student parliament that meets every fortnight
- We carry out year reviews to ascertain students' perceptions
- We ask students to complete subject questionnaires to assess pupil engagement in lessons

### **Parents/Guardians**

We firmly believe that consultation with parents is important. We will seek the views of our parents/ guardians at regular intervals. We aim to ask, by means of questionnaires, the opinions of our parents/guardians on how effective they think we are in a range of critical areas. The Senior Leadership Team will carefully evaluate the responses and if appropriate, steps will be taken to ensure that our standards remain at optimum levels.

### **Use of Force**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- . committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- . causing personal injury to, or damage to the property of, any student (including the student himself); or
- . prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are:

- . any teacher who works at the school, and
- . any other person whom the head has authorised to have control or charge of students. This

(i) includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

(ii) Can also include people to whom the head has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying students on school-organised visits).

(iii) Does not include prefects.

The power may be used where the student (including a student from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be proportionate to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

### **Complaints Procedure**

The Local Education Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship. It is hoped that parents would raise any concerns they might have about such matters with the Headteacher in the first instance. If parents wish to make a formal complaint, however, details of the procedures available can be obtained from the Headteacher or from the Local Education Authority.

## GUIDELINES FOR SANCTIONS (appendix 1)

Bullying	Warning → ASD → 1 day INT EX → 2 days → 4 days → FEX/ALT EX → Parents in → Headteacher
Bus behaviour	Room 7 → ASD → internal exclusion → warning letter → fixed ban → permanent ban
Chewing	Room 7 → clean tables 1 week → ASD
Damaging the school	Pay + public apology → 2 days INT EX → 4 days → FEX/ALT Ex
Damaging equipment	Pay → 1 day INT EX → 2 days → 4 days → FEX/ALT EX
Defiance	1 day INT EX → 2 days → 4 days → FEX/ALT EX
Disruption of lessons	See 3 strikes system
Drugs - in possession - supplying	Potentially permanent exclusion → inform police Potentially permanent exclusion → inform police
Homework not done	Faculty catch up → ASD → Subject report → Parents in
Lack of equipment	Warning → Room 7 → ASD → Phonecall home
Lack of work	Faculty catch up → ASD → Subject report → Parents in
Litter dropping	Lunchtime litter pick / dining room duty
Lying	Warning → lunch detention → ASD → Internal exclusion
Missed lunch detention	ASD → missed after school → internal exclusion → 2 days
Physical aggression (provoked)	1 day INT EX → 2 days → FEX/ALT EX
Physical aggression (unprovoked)	2 days INT EX → 4 days → FEX/ALT EX
Punctuality	Room 7 → ASD → Social time in student progress
Racial/Homophobic/Anti-transgender/transsexual incident	Sanction dependent on nature of incident. Form to be completed in headteacher's office
Refusal to follow a request (serious in lesson)	= Defiance
Refusal to follow a request (minor)	Room 7 → ASD → Tutor report → See report flow chart
Rudeness/Insolence	ASD → 1 day INT EX → 2 days → FEX/ALT EX
Sexual – inappropriate behaviour	2 days FEX/ALT EX → 4 days FEX/ALT EX
Having smoking things in school or in town.	1 day INT EX → 2 days → 4 days → ALT EX
Swearing directly at a member of staff	1 day FEX/ALT EX → 2 days FEX/ALT EX → 5 days FEX/ALT EX
Swearing indirectly	1 day INT EX → 2 days → 4 days
Talking in class	See 3 strikes system
Trainers/Uniform Items	Parents contacted. Correct uniform brought in. If not INT EX/Sent home
Truancy	ASD (1 per hour missed) → Truancy report → internal exclusion for social time
Using a mobile	Removal of phone until 3.00pm → end of week and parents only to collect
Weapon in school/Use of Weapon	FEX/ALT EX → PEX
Stealing	2 day INT EX → FEX/ALT EX → inform police

Any student suspected of committing any of those overleaf may be isolated while an investigation takes place.

The school leadership team reserves the right to amend the above guidelines in the light of experience. The school leadership team also reserves the right to decide on a sanction different to those above if particular circumstances dictate this to be appropriate. Reasons for making a change will be recorded in the student's file.

The number of days exclusion will mount if the misdemeanour is repeated.

DfE guidelines:

1. Headteachers are reminded that a decision to exclude a student should be taken only:
  - a) in response to serious breaches of the school's behaviour policy;
  - b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;
  - c) in most cases of permanent exclusion (see 2 below for exceptions) once a range of alternative strategies (a Pastoral Support Plan involving outside agencies) have been tried and failed.

**Where exclusion is permanent it is an acknowledgement by the school that it has exhausted all available strategies and should normally be used as a last resort.**

2. There will, however, be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence.

These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug;
- d) carrying an offensive weapon