THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Relationships and Behaviour Systems Policy

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Article 28: *'Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.'*

1. Key staff involved

Role	Name(s)
Headteacher:	C Doherty
Deputy Headteacher: Student Achievement	K Holness
Attendance and behaviour Governor:	Jessica Flynn

2. Governing Body Statement

The Governors will ensure that:

ALNS is a positive, safe and inclusive school. It safeguards and promotes the welfare of all students because of the high expectations it has for its students, parents and staff.

3. Aims

This policy aims to promote high expectations of behaviour and achievement for all students by taking a relational approach in all our interactions. We do this by:

- putting positive relationships at the heart of everything that we do – understanding that behaviour is a form of communication; taking care not to damage those relationships
- promoting a 'restorative approach' based framework for conversations, designed to de-escalate and defuse potential conflict and to promote relational repair (see Appendix 1)
- acknowledging that the needs of the individual student need to be understood and strategies developed to promote positives changes in behaviour where appropriate.
- promoting good behaviour and a safe environment, self-discipline and respect, through the use of positive recognition, sanctioning where appropriate.
- Supporting staff so that they can be consistently calm and kind
- providing a 'common language' of rights and choices which should be considered when speaking with students about their behaviour, positive or negative;
- ensuring consistency in the way all staff, students, parents and carers promote positive 'attitudes for learning' in the classroom and throughout the school, leading to effective progress being made by all students;
- making it clear that an effective attitude to learning in lessons is predominantly the responsibility of the classroom teacher, with all teachers being 'good at managing and improving children's behaviour';
- supporting students in the development of their social and emotional skills, along with explicitly teaching them the behaviour we want to see (behaviour for living)
- making it clear that there is a direct link between responsible and respectful behaviour and effective learning, with students taking responsibility for their learning;
- working to prevent bullying, in all its forms, and ensuring it is dealt with swiftly where it does happen

This policy recognises the importance of high standards of behaviour for the Social, Moral, Spiritual and Cultural (SMSC) development of students and forms a key element of that policy. It also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs or disabilities (SEND).

4. Rational

Behaviour for learning is behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. This is underpinned by our philosophy that "Behind every challenging behaviour is an unsolved problem or skills that have not yet been learned" (Ross Greene). Therefore it is important to identify any needs not yet met and explicitly teach the behaviour we need to see, along with a programme to meet individual additional needs. Our behaviour policy must be considered fair by all stakeholders but equally the implementation of it should be differentiated to reflect these needs.

 Above all, positive relationships with and between students, created by an emphasis of rights, respect and responsibility, are the key to positive behaviour. Students learn best in a safe and purposeful environment. It is important that staff increase the students "felt safety net" (particularly for those who have had Adverse Childhood Experiences (ACEs) and so reduce feelings of flight, fight

and freeze which can lead to negative behaviour cycles. This can be achieved with clear, well communicated routines, high expectations and explicit and fairly applied consequences but, in addition, where relationships are at the core of the school systems – Correction with Connection (Dan Hughes, 2009). We view as essential a system of recognition for good or improving behaviour and sanctions where standards fall below an expected level. The self-esteem of all students is enhanced by praise, reward and celebration, early, meaningful and consistent positive recognition is key to success.

We believe that good behaviour is essential to allow all our students to achieve their full potential and is fundamental to success in the classroom for both students and teachers.   Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. Good behaviour results from well planned and well delivered lessons that stimulate students to learn, ask questions, debate, enquire and challenge themselves.

A disciplined environment provides students with a sound framework from which to develop their own standards and values. It also prepares students for the world of work. Furthermore, no student should be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated and it is a clear legal duty upon us as a school to respond to such incidents as per the Equality Act 2010.

This relationship and behaviour systems policy must be easily understood by our students, their parents and the school staff. This policy should clearly state the School Rules and the framework of rewards and sanctions. We believe that each individual student's behaviour should be monitored and that their parents or carers should be kept informed.

The Governors and the Senior Leadership Team of Admiral Lord Nelson School are committed to maintaining high standards of behaviour in school and will support school staff, parents and students in doing so.

5. Ethos

Admiral Lord Nelson School is a UNICEF Rights Respecting School. This means that the rights of each child as defined in the United Nations Convention on the rights of the child are at the core of our ethos and underpin everything we do.

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (CRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child, regardless of who they are, or where they are from.

Human rights are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere.

We believe that every child has the right to an education which ensures they learn successfully in a safe and secure environment. We have high aspirations for our students and passionately believe in a shared responsibility between parents, staff and students to uphold the rights of all children and strive to encourage a strong moral understanding of our social responsibilities across all aspects of school life.

6. Responsibilities

Admiral Lord Nelson School recognises that all its members have rights. High expectations help to create an outstanding climate for learning where, for all members of the school's community, rights are protected. These expectations are made clear and constantly reinforced during lessons and tutor periods as well as in formal situations such as assemblies. Explicit teaching of behaviour and the skills underpinning it also take place both formally and informally.

Students:

- have the right to learn and achieve as highly as possible in an environment that is safe and supportive of their needs, without the fear of being bullied or victimised;
- Have the right to have any SEND taken into consideration when reviewing and reflecting on incident where behaviour has fallen short of that which is acceptable;
- must respect the school's agreed rules and classroom routines;
- must represent the school to the best of their ability, not bringing it or themselves into disrepute;
- must respect each other and all members of the school community, as well as the environment in which they learn;
- have the right to access effective support strategies and procedures to enable them to learn effectively;
- have the right to receive support in helping them model good behaviour and modify their behaviour should this be necessary;
- must ensure that they are properly equipped for each lesson.

Staff:

- have the right to fulfil their role within the school community, given every opportunity to teach effectively;
- model positive relationships (eg effective conflict resolution, respectful and active listening, positive language, including body language);
- model consistent, calm adult behaviour
- must promote the achievement and welfare of all students in an environment that is safe and supports their needs;
- must implement the school's Relationships and Behaviour Systems Policy in a fair way, recognising success and sanctioning students appropriately, taking into account SEND and other factors that affect the development of skills in this area (the follow up is more impactful than the severity of a sanction);
- must plan, deliver and monitor a differentiated curriculum that challenges students, using a range of learning and teaching styles, linked to the ALNS teaching and Learning Principles;
- must report to parents the attitude to learning and progress made by their child;
- must actively develop positive relationships with learners including the effective use of PACE (see appendix 2), use of a relational approach – building and maintaining healthy relationships, deliberately, on purpose and creatively (via for example weekly community circles for all – "know your students, know your staff, know your colleagues" – Mark Finnis)
- have the right to support and to develop skills needed to ensure effective behaviour but also to have the responsibility to seek support should it be needed.
- must pay attention to their self care and take steps to ensure their behaviour and emotional health is such that interactions are positive and do not adversely affect the behaviour of the students (de-escalation is key to relational success and leads to positive behaviour change)
- must ensure they understand barriers to learning and develop strategies to support needs (SEND, Mental Health, Attachment, ACEs)

Parents:

- have the right to be informed of the School's Relationships and Behaviour Systems Policy and are requested to respect it;
- have the right to discuss rewards and consequences applied to their child;

- have the right to be informed about the behaviour of their child;
- must ensure that their child attends school, on time, and encourage them to behave appropriately, focusing on learning at all times;
- must ensure that their child attend school with all the required equipment, in correct uniform, and that they are ready to learn.

7. Recognising success

Through the completion of good work, contribution to school and/or community life, and for good behaviour students should achieve success and this can be recognised in a variety of ways. These can include:

- Verbal praise:- public and/or private (research shows that private often works best)
- Acknowledged improvement during lesson i.e. effort;
- House points entered on Arbor;
- Through written feedback on ALNS feedback stickers used in all subject areas;
- Communication home – phone calls, postcards, emails, certificates, work published on the school website or in the school magazine, Latitude;
- Public displays – class, departmental; house noticeboards.
- Positive comments via email for staff to share with students in tutor time or during transition times around the school building;
- Awards during house assemblies – such as for "most points".
- Hot Choc Friday – Hot Chocolate with the Head,
- Merit and Celebration Assemblies – Merits, Rolls of Honour.
- House star of the term.

8. Consequences

When poor behaviour is identified, consequences should be implemented fairly, taking into action individual student needs.   Sanctions are used to support students in modifying their behaviour. These can include:

- a verbal warning/reprimand;
- being instructed to move seats;
- completing classwork away from peers;
- detentions;
- School based community service or imposition of a task – such as picking up litter tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges; for example - withdrawn from school events e.g. the Year 11 Prom;
- withdrawal of opportunity to represent the school in sporting or cultural events;
- intensive monitoring of behaviour, eg being on report;
- a period of time of supported work in the Inclusion Room;
- alternative school based suspension;
- rearranged timetable and/or a bespoke school day (change of hours);
- fixed term suspension;
- permanent exclusion.

9. Discipline in Schools

- Teachers have statutory authority to sanction students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants;
- Teachers can sanction students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits;
- Teachers can also sanction students in certain circumstances when a student's misbehaviour occurs outside of school;
- Teachers have the power to impose detention outside school hours;
- Teachers can confiscate students' property and are protected from being held responsible for it.

10. Procedures for staff

Consistency (of values not necessarily of actions) leads to predictability which in turn leads to a feeling of safety for a student and therefore it is the responsibility of every member of staff to be prepared to challenge students in relation to punctuality, uniform and behaviour. This includes maintaining orderly corridors during periods of transition and breaktimes. Staff have a duty to be vigilant and challenge unacceptable and inappropriate behaviour around the school in order to maintain high standards and a learning ethos. It is important this is done with "unconditional positive regard" (O'Brien 2019). Intentional use of a warm and open face, positive body language and tone of voice allows these interactions to build connections along with ensuring a consistent approach which supports all staff to be better able to play their part.

11. De-escalation Techniques
Staff should always seek to de-escalate a situation where a student has become dysregulated. This can be done in a number of ways (but first staff will risk assess the situation). Then staff will:-

- Give the student a short amount of take up time and, if appropriate, a limited choice of next action
- Give clear instructions and positive feedback if these are followed
- Increase personal space – stand side on with an open palm gesture
- Have a calm, firm voice
- Use change of face if required
- Remember that maintaining connection is more important than "making a point"
- Remember that personal insults are not personal
- Communicate with the student that they have been heard
- Avoid the use of sarcasm, humiliation or any language of shame.
- Not shout
- Keep professional conversations to appropriate times and places

12. Detentions

Teachers have a legal power to put students in detention and parental consent is not required.
The school will always aim to inform parents at least a day in advance. Whole class detentions are not to be issued.

13. Inclusion Room

Referrals to the Inclusion Room will be made by the Head of House or a member of the Senior Leadership Team in consultation with the Deputy Headteacher: Student Achievement or the Senior Leader: Student Achievement. The Inclusion Room is staffed and overseen by the Inclusion Manager. Students will be required to hand over their mobile phone for the time they spend in the room. Students will complete work provided by their normal class teachers along with restorative work or group work spent developing SEAL (social and emotional aspects of learning) skills as appropriate (see Appendix 3). Individual coaching conversations may take place to ensure students are supported

to develop the skills they may need to succeed. Behaviour and work completion rate will be reported back to the Head of House, Senior Leader: Student Achievement or Deputy Headteacher: Student Achievement who will decide whether more time needs to be served in addition to that given as the original sanction. Senior staff will carefully monitor whether use of the inclusion room is impacting on behaviour and seek alternatives if it is not, they will also monitor the referral to inclusion of those with SEND and make decisions as to the appropriateness of using this provision. Records are kept of which students access this space so that analysis of the use of the inclusion room by the Deputy Headteacher: Student Achievement can take place termly to ensure it is in line with the Equality Act 2010.

Students can be sent to work in the Inclusion Room without the need to inform parents in advance to enable the school to maintain an orderly climate. However, where it is not done in advance, it is important parents are informed as soon as possible in any instance that their child has been educated within the room.

The length of time spent in the Inclusion Room may vary from a single lesson to a number of days depending on the seriousness of the behaviour that resulted in the student being placed in the room. It is possible that if the Inclusion Room is unsuccessful in addressing a student's contravention of the School Rules a suspension or Alternative School Based Suspension (to another school's Inclusion Room) may be implemented. The length of time any student spends in the inclusion room is deliberately kept as short as it can be whilst ensuring the safety of others and to effect the change needed.

Should a student refuse to go into the inclusion room, they will be allowed a short amount of "take up time" and continued failure to comply may result in an exclusion with the inclusion day taking place on return to school.

14. Suspension and Permanent Exclusion

It may be necessary to suspend students for a fixed period of time, or permanently exclude them, if other sanctions do not bring about the required change or for a one-off serious event. Sometimes this takes the form of an "alternative to suspension" where the student is required to work in the Inclusion Room of another school. Suspension and Permanent Exclusion are our most serious sanctions and used as a last resort. It is always the decision of the Headteacher and appropriate parties are informed such as the Local Authority and the Virtual School and Social Worker if the child is looked after or otherwise known the Children's Social Care. As part of the reintegration process, in the case of suspension, a meeting is held between parent, student and the school.

15. Students conduct outside of the school gate

Teachers have a statutory power to sanction students for misbehaving outside of the school premises including:

- when a student is taking part in any school organised or school related activity;
- travelling to or from school;
- wearing the school uniform or in some way identifiable as a student of Admiral Lord Nelson School.

The school reserves the right to sanction a student's behaviour, whether or not the conditions above apply, if that behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

16. Confiscation of items

Members of staff are able to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. Weapons, knives, stolen items and illegal substances will be handed over to the Police. Lighters, Vapes, matches, tobacco products and high energy drinks may be disposed of at the discretion of staff. Students who have their mobile phone, ear pods or items of jewellery repeatedly confiscated will only have them returned to a parent or adult responsible for them. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

17. Searching and screening

School staff can search students with student consent for any item.
The Headteacher and staff authorised by them have a statutory power to search students, their possessions or locker, <u>without consent</u>, where they have reasonable grounds for suspecting that a student may have a prohibited item. This will follow the guidance set out in the Department for Education document "Searching, screening and confiscation: advice for headteachers, school staff and governing bodies" (July 2022, updated July 2023).

Staff should not access data on an electronic device without student permission but, if concerned about possible content on such items, should refer to the Headteacher (or to a member of staff authorised by the Headteacher) or the Designated Safeguarding Lead as appropriate. These staff can examine or erase device contents with "good reason" outlined by the DFE as reasonably suspecting that the data or files on the device have been or could be used to cause harm, to disrupt teaching or break the school rules.

If it is found that there is inappropriate material on the device it is up to the Headteacher and/or staff authorised by them, to decide whether to delete it or to keep it as evidence to be passed on, if necessary, to the Police.

18. Power to use reasonable force

The legal provisions on school discipline provide all members of staff with the power to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Reasonable force can be used to conduct a search without consent for prohibited items (such as a weapon). Reasonable force cannot be used to search a student for an item banned under the school rules (such as a mobile phone). If a student refuses to agree to a search where a member of staff has reasonable cause to believe that they are withholding an item which has been used in contravention of the school rules, then they will receive an appropriate sanction.

19. Malicious allegation against a member of staff

A student found to make a wrongful allegation against a member of staff may be suspended or permanently excluded from the school. The circumstances will be investigated fully and the Headteacher will decide the appropriate course of action.

20. References

- Behaviour in schools - Advice for headteachers and school staff, DFE September 2022, updated October 2022)
- Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies, DFE July 2022, updated July 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE May 2023 for use from Sept 2023)
- Use of reasonable force - Advice for headteachers, staff and governing bodies, DFE July 2013
- Keeping children safe in education - Statutory guidance for schools and colleges on safeguarding children and safer recruitment, DFE September 2023

- Equality Act, 2010
- Leading better behaviour – Jarlath O'Brien 2019
- Know me to teach me – Louise Bomber – 2020
- After the adults change – achievable behaviour nirvana – Paul Dix - 2021
- Restorative Practice – Mark Finnis 2021

21. Appendices

- Appendix 1 – Restorative Approaches
- Appendix 2 – PACE Approaches
- Appendix 3 – Social and Emotional Skills
- Appendix 4 – School Rules 2023/34
- Appendix 5 – rewards and sanctions procedures 2022-23

22. Monitoring

The Policy is reviewed every year by the Senior Leadership Team and Governors as part of the self-evaluation cycle. Appropriate action is taken if changes are required.

23. Other relevant polices

- Anti-Bullying Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Equalities Policy
- SEND Policy
- Malicious Allegations against staff Policy (Trust policy)

APPENDIX 1 – RESTORATIVE APPROACHES

Restorative conversations must be built on a foundation of relational practice with values and rules being used to frame the conversation. This approach is used to allow two people to better understand each other's point of view and where possible to develop an agreed way forward. It involves including both parties in finding a solution to the problem and focuses on reflecting on reasons, causes, responsibilities and feelings. At Admiral Lord Nelson School we use this approach both in peer to peer work with students and to repair staff-student relationships if it is deemed appropriate to do so.

Key principles of restorative approaches:

1. Promoting social relationships
2. Being responsible for one's own actions and their impact on others
3. Respecting other people, their views and feelings
4. Empathy with others
5. Being committed to fair processes
6. Being actively involved in decisions about their own lives
7. Willingness to create opportunities for reflective change.

The key to a successful restorative conversation is both the environment (walk and talk works well) and careful preparation such as thinking about where people will sit and how the conversation will be structured.

Key questions that might be asked:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should be do to put things right?
8. How can we do things differently in the future?

Lesson specific:-

9. What was unusual about today's lesson?
10. Why do you think things went wrong?
11. What would make it easier for us to work together?
12. What would make the next lesson go really well?
13. Where co we go from here?
14. Who could help us with the next steps?
15. If you had the lesson again, what would you change?

(Paul Dix 2021)

APPENDIX 2 - EFFECTIVE USE OF PACE TO BUILD TRUST AND CONNECTION

PACE was developed by Dan Hughes as a central part of the attachment focused family therapy. The principles are informed by our knowledge of the impact of trauma, particularly the early experiences of developmental trauma. These principles offer us a framework for building trusting relationships within our Admiral Lord Nelson School community. PACE refers to Playfulness, Acceptance, Curiosity and Empathy.

PLAYFULNESS brings fun and laughter to relationships. It provides reciprocal enjoyment and in the process helps a child/young person to learn to experience and regulate positive emotions. A sad reality is that traumatised children and young people have difficulty regulating positive emotions. Playfulness helps with this process. Along the way, playfulness conveys a sense of confidence and hope for the future. It is about connecting, chatting and enjoying being together. It reduces the sense of threat and that means less challenging incidents and confrontations.

ACCEPTANCE creates psychological safety. The focus is on communicating acceptance of the internal experience of the child or young person – the thoughts, feelings, wishes, beliefs, desires and hopes. In accepting the internal experience of the child or young person, we are communicating our understanding of this experience and that we are not going to disregard or challenge it. Phrases like "help me understand what you were feeling/thinking/scared about" are helpful here. It is important to take time and not jump in and problem solve. Active listening is key. We may not tolerate particular behaviours but we will accept the experience underneath the behaviour. Students experience this acceptance as respect and so respect also increases from them towards staff.

CURIOSITY is directly connected to understanding. If staff are curious, students will develop curiosity about themselves, other people and the world. This leads to self-awareness and self-awareness leads to self-control. When we curiously explore within a relationship, we are expressing interest in the other person and a desire to know them more deeply. Wondering out loud can help here "I wonder if you feel….." "what if". The student then becomes more open to a trusting relationship and becomes stronger in the process. Aa s bonus – curiosity breeds curiosity – great for learning!

EMPATHY communicates our curiosity or acceptance. We stand in the others' shoes and recognise and respond to their emotional experience. Behaviour is communication and what is often being communicated is anguish or grief – it helps if the adult knows their back story but if not, listen and think carefully about empathetic body language – mirroring, interested posture. Give the child the feeling you are alongside them, this will alleviate fear and open the door to taking risks with learning..

APPENDIX 3 – ASSESSING AND TEACHING SOCIAL AND EMOTIONAL SKILLS NOT YET LEARNED

Research demonstrates that social and emotional skills are key to success in life, impacting on our relationships, our behaviour, our happiness, our success at work and our academic success at school.

A student who has not yet learned the necessary social and emotional skills will be trying to tackle life's challenges without the tools required to succeed. These can be taught and at Admiral Lord Nelson School we are committed to doing so both implicitly and explicitly within lessons, tutor time and less structured time such as breaktimes.

These personal skills are in the following five areas:-

1. Self-awareness – the ability to recognise and understand our own emotions, preferences, strengths and weaknesses.

2. Self-regulation – the ability to cope with stress and to be guided by our emotions for our own and others' longer term good.

3. Self-motivation (self efficacy) – the ability to choose goals and our determination to reach these goals.

4. Empathy – the ability to notice, understand and be sensitive to what other people are thinking, feeling and experiencing

5. Social skills – the ability to interact with others in a way that builds and maintains successful relationships.

APPENDIX 4 - ADMIRAL LORD NELSON SCHOOL RULES 2023/24

All students have the right to achieve their personal best, in an environment where mutual respect is evident, and where all students recognise their responsibility for the welfare of others.

Article 28 of the UN Convention on the Rights of the Child
Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

This is not a comprehensive list but includes the main rules of the school.
We ask students to remember the following rules of the school.
'To be **ready to learn**; be **respectful**; and be **safe**'
These rules extend to students making their way to and from school, when representing the school and on school trips and visits.

Ready to Learn

Students will:

- attend school every day aiming to achieve in excess of a 96% attendance rate for each academic year;
- Be punctual to school and to every lesson, ensuring that they arrive no later than the second bell for each lesson - "arrive in 5!"
- wear the correct school uniform and ensure they are properly equipped for school;
- promptly get their equipment and books out so they are ready to learn at the start of each lesson, unless directed differently by their teacher;
- complete Independent Learning tasks 'beyond lessons' to the best of their ability;
- not use mobile devices in lessons unless the member of staff has given permission for their use as it will contribute to their learning;
- not eat or drink (other than water in a bottle) during lesson time or in corridors. Chewing gum and high energy and/or caffeine drinks are banned;
- use the toilet facilities during break times only or when given permission to leave the lesson to go to the toilet in an absolute emergency.

Being Respectful

Student will:

- listen to and follow instructions, allowing staff to teach;
- be silent for the register;
- put their hands up and then wait if they wish to ask questions during lessons;
- respect the school and classroom environment e.g. put rubbish in bins;
- respect that peoples' opinions may be different to their own;
- show respect and courtesy towards other students, school staff, outside visitors and all members of the local and worldwide community;
- respect their own and others' achievements and take responsibility for their actions allowing school to be a positive, safe and inclusive environment;
- demonstrate kindness towards all no matter what their ethnic origin, background, gender or sexuality;
- respect and uphold other students' rights;
- use the technology at school for learning, use all equipment properly and not interfere with the work or data of another student;

- keep mobile phones on silent and out of sight during the school day - mobile phones are not to be used on the school site at all unless for the purposes of learning under the clear direction of a member of staff.

Being Safe

Students will:

- follow the instructions and directions of staff;
- not bring into school any of the following items; knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, high energy/caffeine drinks, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student);
- respect the one-way system by walking up the inside stairs and down the outside stairs, being dismissed through the back door of most classroom at the end of lessons;
- move around the building in a safe and respectful manner;
- travel safely to and from school obeying the highway code,
- adhere to the expectations made clear in the bike permit application if students choose to cycle to and from school which includes the wearing of a bike helmet.
- make their way quickly and quietly to their muster points in the event of the sounding of a fire alarm; also responding appropriately to any shelter or lockdown alarm sounded.
- be responsible regarding the use of chrome books and not find, create or send information that might be harmful, inappropriate or hurtful to themselves or anyone else;
- only take photos and record sound or video when instructed by a teacher and with the permission of any other individuals involved as part of their learning in lessons;
- be respectful in how they talk to and work with others online and never write or participate in online bullying.

APPENDIX 5 - ADMIRAL LORD NELSON SCHOOL RECOGNITION AND SANCTIONS PROCEDURES 2023-24

Student Behaviour - Expectations within lessons

Teachers set their expectations with students at the beginning of the school year, and remind students of them frequently. Students are encouraged to exceed these expectations throughout their lessons in order to learn to the best of their ability and to support the learning of others.

Recognition

When a student meets or exceeds the teacher's expectations, the teacher has the ability to recognise this using a system of points. These points can be given per lesson for work, attitude or conduct that is above and beyond expectations. Students points are shared regularly and praised through assemblies and end of term celebrations. This is shared with parents through ARBOR.

Procedure

1. Points should be logged onto ARBOR as they are issued, and good behaviour for learning recognised and celebrated. It is an expectation that teachers will reward one "star student" per lesson.

Sanctions

When a student is not meeting the teacher's expectations, positive and assertive intervention is important. Inappropriate behaviour can range from not being prepared for the learning process (e.g. not having a pen) to low level chat or breaking a school rule. For the vast majority of students, reminding them of the choice they are making to behave in this way and giving them a warning and a chance to modify the behaviour, via a conversation with the teacher about making the right choice, is enough to set them on the right path. However, it is very important to bear in mind that not every student in every situation is "choosing" the way they are presenting – particularly those with SEND or attachment needs. Therefore, even if given an opportunity to "choose differently" they will be unable to. This must be taken into account when deciding if and how to sanction in any given situation – hence the need for behaviour differentiation. It is impossible to have a "one size fits all" sanction approach and still comply with the Equality Act 2010.

Procedure

1. Where inappropriate behaviour is present, the teacher should talk to the student about their behaviour and learning and make clear what the issue is – it might be that this is done via a key adult other than the teacher, if they are present, for example, in the case of those with SEND.
2. If the inappropriate behaviour continues, this may, for example, lead to the student being asked to move seats within the class to help their behaviour improve and allow them to take responsibility for it.
3. If the inappropriate behaviour continues, the teacher may decide to park the student with another member of staff as per the Curriculum Area parking timetable that all curriculum areas are required to have. Any sanction for the inappropriate behaviour will be agreed by the class teacher and the Curriculum Leader, and should involve contact being made with parents either by the class teacher or the Curriculum Leader.
4. If behaviour is such that the learning of others is being disrupted, the callout button on Arbor can be pressed to request assistance. This alerts reception who will coordinate a member of staff to attend the lesson to support.
5. Incidents of poor behaviour must be logged on ARBOR by the class teacher. The same applies if an Emergency Call out has to be called. It is important to note that Emergency Callout itself is NOT a sanction and should be followed up with appropriate action.

7. It is very important that all staff have an up to date knowledge of the students in their classroom, any SEND they might have and what strategies best support them. Please refer to provision map for this information which is also expected to be clear in interventions folders.

Student behaviour outside of lessons

It is the responsibility of all staff to ensure that behaviour outside of lessons is such that everyone feels, and is, safe and that the environment is calm. Respect for each other and the building is paramount to achieve this. As a result, assertive yet calm interventions may be needed from staff as they move around the building or when they are on duty. Often this is in the form of a quiet word being all that is needed but should further action be appropriate, this is logged on ARBOR for the attention of tutors or Heads of House as appropriate. The best way to ensure breaktimes, for example, are enjoyed by all is for staff to interact with the students and use these as a time to build up social capital.   All staff (both teaching and non-teaching) do duties at ALNS and have assigned duty points with a duty "leader" for each area who can advise on how best to fulfil this role.