



ALSOP HIGH SCHOOL

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## Behaviour Policy

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## 1. Introduction

Alsop High School is a learning community where we want everyone to thrive. Our behaviour policy is firmly based on the word respect, we want staff and students to share respect for each other and their community. We aim to enable every individual to be successful, to pursue happiness and to help others do the same. Academic success for students of all abilities is a vital part of this; we recognise that academic success opens doors in the future and can continue to provide opportunities for a lifetime. As well as academic achievement, we aim to value any other type of achievement and support our students to become well-rounded members of the wider community. Above all, we want every member of the Alsop High School learning community to feel happy, safe and valued as an individual as well as to be challenged and supported to their full potential.

At Alsop High School it is our aim to promote positive behaviours and attitudes amongst our students and to reward those students who contribute positively to both the school and the community. The aim of this document is to set out the framework by which rewards are given as well as detailing how negative behaviour at Alsop will be dealt with. It is the intention that a **consistent** use and application of the framework should ultimately result in a reduced number of negative behaviours and an increase in the number of positive rewards students receive.

**Without doubt, the key to the success of the framework is the consistent approach taken by all staff operating within it. We must have consistent application without prejudice.**

This applies to both the negative behaviour system and the positive rewards system, which must be used to complement each other if we are to promote good behaviour around school and outside of school. If the system is to be successful all concerned must understand that when a particular behaviour occurs, an identified action, be it positive or negative, must follow. The identified action is not open to negotiation or debate.

This is the key area of **consistency**.

Once students cross the 'Alsop Green Line' in the morning they are expected to follow the Alsop Way. Students must be respectful, courteous and polite towards others. Alsop High School will ensure that all adults promote positive relationships at all times and treat each other with professional respect.

## 2. Code of Conduct – Rules and Expectations

Please refer to appendix 1 for a detailed breakdown of the Alsop rules, a summary of which can be found below.

### 2.1. General Rules

All students are expected to follow the general rules for acceptable behaviour including:

- Arrive on time for morning and afternoon school and to all lessons during the day
- Wear the correct uniform and follow the expected dress code; **(see Appendix 2)**
- Move sensibly and quietly around the building
- Students are expected to behave in a respectful, polite and courteous manner at all times to all staff
- Students are expected to switch off their mobile phones before entering the Alsop High School site
- When given books to take home, students are responsible for ensuring that they are returned to school on time and in good condition
- Students are expected to respect the site and not litter or cause damage
- Students are expected to follow our '321 STAR' policy in classrooms and assemblies

## **2.2 Systems and Routines**

Effective systems and routines are an integral part of embedding positive relationships and productive outcomes within schools. In many ways they are the cornerstones of successful schools giving students clear, consistent expectations about what is expected in the classroom.

### **321 STAR**

At Alsop High School we will follow 321 STAR.

**S** – Sit up and listen

**T** – Track the speaker

**A** – Ask and answer questions

**R** – Respect those around you

This acronym is proven to succeed helping students to concentrate, focus and learn. 321 STAR helps students to maximise their ability to pay attention and is a crucial part of a high-performing classroom. 321 STAR is also a key baseline behaviour for learning and will be consistently applied in lessons and assemblies.

Regardless of how great your lesson might be, it is vital that students are following 321 STAR by sitting up, actively listening and engaging in the lesson whilst respecting others. 321 STAR is a quick, easy way to regain focus and is a critical part of a successful classroom.

Students will be asked to immediately focus on the teacher with the words '321 STAR'. This will refocus the learning of the class. The word 'STAR' must become an integral part of our classroom language. Teachers can say 'back in 321 STAR' or show me '321 STAR' or 'Where is my 321 STAR?' This gives students the chance to meet expectations or even auto-correct. Nonverbal signals can also be used to reinforce and correct without interrupting the lesson. Pointing at your eyes can remind students to 'track' whilst a straight posture can represent 'Sit Up'.

## **Meet and Greet**

First impressions matter in life. This applies to school and, more importantly, to every lesson. Quality teachers know this and promote a positive atmosphere from the very first second of each lesson in a thoughtful, strategic way. Interaction is planned and deliberate. 'Meet and Greet' ensures that we get into the habit of starting every lesson in a positive, purposeful manner.

Meet and Greet involves staff standing astride the door ensuring both the classroom and the corridor are orderly. Teachers who use this strategy create a sense of expectation from the second students arrive. Students are welcomed as they arrive. Teachers interact in a positive way with every individual to build rapport and trust. Standing at the threshold of the classroom enables teachers to effectively manage both the corridor and the class.

Meet and Greet will allow teachers to establish two key areas. Firstly we will have a personal connection with all students and secondly we will reinforce our expectations of students before and after they enter the classroom.

Greetings can be brief and build rapport. "Loved your homework Joseph"; "Looking for another great lesson from you Harvey"; "Great lesson yesterday Abbie". You may not have time to individually greet every student but by picking a few each day, you can begin to connect with each student and remind them all that you value them as individuals. A handshake might also be appropriate with weak grips corrected. "Give me a better handshake than that please Sam".

Inappropriate greetings should be corrected. "Sweet sir is not the way to enter the classroom Maisie". "Good morning is much better". This implicitly shows everybody else how to enter a room in a warm, appropriate manner.

## **Strong Start**

Too many teachers in other schools do not see the importance of the first few minutes of a lesson. They are busy gathering books, looking for power points or sending a quick email. In their eyes the lesson only begins when they are ready to deliver new content. This does not happen at Alsop High School as we value every second of learning.

Effective teachers understand that the lesson begins the very second the bell rings. It has begun before students enter the room. They intentionally have systems in place to ensure that learning can begin from the first moments students arrive. Books are ready to be given out or on desks. Likewise for rulers and other equipment. Starter activities are ready for the students who arrive first so that learning can begin.

This sets the tone for the rest of the lesson. Classroom culture is shaped by the opening minutes of a lesson. A strong, positive start builds momentum for the rest of the lesson. Students know what is expected. They will be received with warmth and high expectations. Learning will begin immediately and work must be done with urgency and efficiency from the first moments. Get off to a slow start and you will face a battle to create the above. This, of course, could lead to negative behaviours and disruption.

Students know where to sit. Time is not wasted choosing a chair by the person they feel like sitting next to. Books are given out by the first few people to enter. Rulers are placed on the desks by the next students. Pens are available if a student needs one. Disruption to the routine is not welcome. Homework is placed in a certain place every lesson. The date, objectives, starter activity are ready for the students to begin tasks immediately. The 'Big Question' is ready to be tackled. Quality learning is about to take place. The tone is purposeful and calm.

Once the lesson has begun we expect students to meet out 'PROUD' expectations of presentation.

**P – Pen** – write in black or blue ink

**R – Ruler** – for straight lines and to rule off work

**O – Oops** – put a single neat line through mistakes

**U - Underline** – titles and dates with a ruler

**D – Draw** – use a pencil for diagrams and pictures

As with 'Meet and Greet' our interaction with students can set the tone for an industrious lesson immediately. 'Well done Becky for getting straight down to work' or 'You will all note that Charlotte has already noted down the title and date and has begun our Big Question'. Reminders can be given to others in a non-confrontational way, 'Joseph you are the only one not to have picked up a pen and start work so far'. This will allow the opening procedures to become routine and require less narrative over time.

### **3. Behaviour Responsibilities**

The Headteacher and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures with an expectation that there is a culture of positive relationships in every area of Alsop High School.

All staff are responsible for ensuring this policy and procedures are followed consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Headteacher, for creating a high quality learning environment which fosters a positive atmosphere for all students.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside the school. They are also expected to work in partnership with Alsop High School in maintaining high standards and expectations of behaviour in line with this policy. Parents and carers will have the opportunity to raise any issues arising from the policy with designated Alsop High School staff at any point deemed necessary.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Students are expected to report any instances of misbehaviour, disruption, violence or bullying.

The procedures arising from the policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on the school data system and kept on the student's individual record.

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated, then the subject teacher will inform 'patrol' who will become involved in resolving the incident.

| Role                    | Responsibilities   |
|-------------------------|--|
| <b>Tutors</b>           | <ul style="list-style-type: none"> <li>• Check uniform and equipment everyday</li> <li>• Be the first point of contact for parents</li> <li>• Consistently apply and adhere to the school behaviour policy and systems</li> <li>• Monitor and address behaviour where appropriate</li> <li>• Make positive phone calls to parents on a weekly basis celebrating the achievements of their form</li> <li>• Analyse on a daily basis the behaviour points and use intervention strategies such as a restorative conversation if required</li> </ul>  |
| <b>Subject Staff</b>    | <ul style="list-style-type: none"> <li>• Meet and greet students at the door</li> <li>• Be visible during changeover and promote positive corridor conduct</li> <li>• Consistently apply and adhere to the school behaviour policy and systems</li> <li>• Establish and maintain good relations with students</li> <li>• Exercise appropriate authority and act decisively when required</li> <li>• Ensure seating plans promote positive behaviour</li> </ul>   |
| <b>Heads of Faculty</b> | <ul style="list-style-type: none"> <li>• Meet and greet students in your faculty area</li> <li>• Be visible during changeover and promote positive corridor conduct</li> <li>• Support the faculty to deal with any behavioural issues</li> <li>• Monitor behaviour incidents that take place within the department and follow up as appropriate</li> <li>• Communicate specific behaviour concerns to Heads of Year to develop coordinated support strategies</li> <li>• Communicate behaviour concerns and staff training needs via SLT link</li> <li>• Implement faculty specific interventions to support progress when there are concerns only in their subject area</li> <li>• Harness parental support by contacting parents when issues arise</li> </ul> |
| <b>Heads of Year</b>    | <ul style="list-style-type: none"> <li>• Set high standards during tutor time</li> <li>• Implement behaviour support strategies for individual students and develop proactive strategies that promote positive behaviour within a year group</li> <li>• Facilitate restorative conversations</li> <li>• Organise and chair exclusion reintegration meetings, alongside SLT link</li> <li>• Provide appropriate documentation to support the Head Teacher / Deputy Head Teacher in making decisions on exclusion</li> <li>• Monitor incidents of all natures including bullying, racist and homophobic incidents</li> </ul>   |

|                                 |  |
|---------------------------------|--|
| <b>Pastoral Support Mentors</b> | <ul style="list-style-type: none"> <li>• Counsel, support and mentor vulnerable students</li> <li>• Set targets with students to support their Behaviour for Learning</li> <li>• Communicate with home following support meetings</li> <li>• Arrange for external support when required</li> </ul>   |
| <b>SLT</b>                      | <ul style="list-style-type: none"> <li>• Support all staff in promoting positive behaviour</li> <li>• Provide CPD provision to all staff to effectively deliver this policy</li> <li>• Set the standard for all staff with a positive, professional and consistent approach</li> <li>• Maintain a visible presence during the school day</li> <li>• Provide strategic leadership on intervention</li> <li>• Support middle leaders in ensuring positive behaviour is consistent</li> <li>• Support staff with serious incidents through patrol</li> <li>• Carry out reintegration meetings following fixed term exclusion</li> <li>• Ensure staff are provided with continuing professional development to support positive behaviour</li> <li>• Monitor incidents beyond HOY and HOF</li> </ul> |
| <b>Governors</b>                | <ul style="list-style-type: none"> <li>• Monitor rewards and behaviour trends</li> <li>• Attend meetings for students who are issued final warnings for behaviour</li> <li>• Hold leaders to account for the behaviour of students</li> </ul>  |

#### 4. Training of Staff

Also High School provides relevant up to date information and training on behaviour management strategies to all groups of staff, including new and existing members. This is carried out through the induction training process to all new staff members and on a regular basis to all staff throughout the academic year.

## **5.1 Expected Behaviour, Staff**

Staff are expected to be professional, positive role models for our students. Alsop High School staff will be enthusiastic, supportive and proud of our school. We will meet and greet students in classrooms, say hello and good morning on the corridors and maintain a visible, positive presence during social times. We will make weekly positive phone calls home and reward our students as often as possible.

## **5.2 Expected Behaviour, Students**

### **Promoting Positive Behaviour**

Alsop High School has a range of options and rewards to reinforce and raise good behaviour, and clear sanctions for those who do not comply with our behaviour policy. When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this behaviour policy. Alsop High School expects good behaviour and respect from every student. Our aim is to promote good behaviour and to avoid the need for sanctions and exclusions. Good behaviour leads to positive and secure relationships which support:

- Teaching and learning
- Academic success
- Personal, social and moral development

Alsop High School will apply consequences for students who break the rules or behave in an unacceptable way. Consequences are there to remind students that they have made a poor choice by breaking the above rules. Consequences will be issued fairly and consistently with students being given a few moments to respond appropriately and a reason will be given as to what behaviour is expected. All consequences will be logged on the school system.

### **Rewards Procedure**

Alsop High School uses a rewards system to recognise positive behaviour and respect. Students will be praised for positive behaviour. We believe in:

- Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential
- Ensuring that all students can achieve recognition of their successes and efforts
- Increasing students' self-esteem through consistent, meaningful and positive rewards

Rewards will be given for good work, either individual or over a period of time as well as for sustained effort and organisation. Staff will record rewards given on the school system.

Praise and reward should be used to motivate pupils much more frequently than negative consequences. This builds up a culture of achievement and success.

Rewards for positive behaviour must be relative to consistency of performance in terms of behaviour and effort in and around school and the achievement of an individual. Rewards should be employed to further the pupil in both their development academically and their own sense of self-worth and value to the community.

Rewards are given through achievement points which are collated towards an overall achievement score.

Individuals can receive achievement points for:

- Upholding the school ethos
- Demonstrating high standards of work in presentation, knowledge, ability and effort
- Participating through answering and questioning in lessons
- Helping out other individuals in lessons
- Reflecting and significantly improving on work
- Being helpful to the school community
- Exemplary work ethic
- Participating in extra-curricular activities
- Attending extra academic lessons through intervention
- Significantly improved attendance, punctuality or behaviour
- 100% attendance weekly
- 100% punctuality weekly
- Picking up litter around the Alsop site
- Holding doors for others
- Providing evidence of doing significant extra reading outside of school
- Correct use of new key vocabulary in the lesson

**The system of applying rewards can be found in Appendix 3**

## Unacceptable Behaviour

At Alsop High School students are expected to demonstrate positive behaviour at all times, this is achieved through the high standards and expectations set by Alsop High School fostering mutual respect between all stakeholders. (REF: Appendix 1)

Below are examples of unacceptable behaviour that all students must seek to avoid in line with our respect vision. This is not an exhaustive list.

|   |  |  |
|---|--|--|
| <p><b>Lateness</b></p> <p>Arriving late for the start of the day or late to lessons during the school day.</p>  | <p><b>Disruption</b></p> <ul style="list-style-type: none"> <li>• Talking or chatting</li> <li>• Not listening</li> <li>• Refusing to work / producing an inadequate work</li> <li>• Shouting out</li> <li>• Inappropriate language</li> <li>• Using a mobile phone</li> <li>• Chewing, eating or drinking</li> <li>• Making noises</li> <li>• Throwing things</li> <li>• Wandering around the room</li> </ul> | <p><b>Lack of Equipment</b></p> <p>All student should have basic equipment as follows:</p> <ul style="list-style-type: none"> <li>• A strong, sensible bag</li> <li>• Pen, pencil and a ruler</li> </ul> |
| <p><b>Non-compliance</b></p> <ul style="list-style-type: none"> <li>• Talking over a teacher</li> <li>• Answering back</li> <li>• Not following instructions</li> <li>• Being rude</li> <li>• Arguing with a teacher</li> <li>• Not wearing correct uniform</li> <li>• Walking out of lesson</li> </ul> | <p><b>Damage to Property</b></p> <ul style="list-style-type: none"> <li>• Deliberate misuse or damage to the property of another student or a member of staff</li> <li>• Deliberate damage to buildings, fittings or equipment</li> <li>• Vandalism</li> </ul>   | <p><b>Uniform / Jewellery</b></p> <ul style="list-style-type: none"> <li>• Failure to wear the correct uniform</li> <li>• Refusal to wear the correct uniform</li> <li>• Wearing jewellery</li> </ul>    |
| <p><b>Litter</b></p> <p>Dropping litter within the building or anywhere on the Alsop High School site.</p>  | <p><b>Swearing/inappropriate language</b></p> <p>Using unacceptable language particularly when directed at another student or staff member.</p>  | <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Cyber / online bullying</li> <li>• Physical bullying</li> <li>• Verbal bullying</li> <li>• Threatening behaviour</li> </ul>              |

|   |  |   |
|---|--|---|
| <p><b>Racist or Prejudice incident</b></p> <p>Using racially offensive language or gestures, particularly towards a student or staff member</p>                             | <p><b>Theft</b></p> <p>Taking an item without permission from the owner.</p>   | <p><b>Smoking</b></p> <p>Smoking or carrying materials on the Alsop High School site, whilst in uniform, travelling to or from school/on visit</p>  |
| <p><b>Drinking</b></p> <p>Drinking or carrying alcohol on the Alsop High School site, whilst in uniform, travelling to or from school or on a school visit or activity.</p> | <p><b>Drugs</b></p> <p>Possessing, using, distributing, supplying or dealing in any illegal drugs on site, whilst in uniform, travelling to or from school/ on a visit.</p>                                | <p><b>Offensive Weapons</b></p> <p>Carrying any offensive weapon on the Alsop High School site, whilst in uniform, travelling to or from school or on a visit or activity.</p>              |
| <p><b>Verbal Assault</b></p> <p>Any outburst of aggressive, violent or threatening language directed at a student or staff member.</p>                                      | <p><b>Physical Assault</b></p> <ul style="list-style-type: none"> <li>• Any physical, aggressive or violent attack against another student or staff member</li> <li>• Fighting between students</li> </ul> | <p><b>Any other extreme behaviours including inciting others to extreme behaviours.</b></p> <p><b>Any behaviour that threatens the learning/safety of other students or themselves.</b></p> |

The system of applying consequences can be found in Appendix 4

### 5.3 Detentions

What the Law states:

Teachers have a power to issue detention to students (aged under 18).

The times outside normal school hours when detention can be given include:

- any school day
- non-teaching days; usually referred to as 'training days', 'INSET days' or 'non- contact days'

Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours:

Staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the student has known caring responsibilities, which mean that the detention is unreasonable
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can return home safely
- Whether suitable travel arrangements can be made by the parent/carer for the student. If making these arrangements is inconvenient for the parent/carer, the detention will still take place
- Students who miss scheduled detentions will do their detention the following evening with an additional 20 minutes added
- Students who do not attend the above additional detention will spend a day in isolation with a 1 hour after-school detention on the same day

## **5.4 Behaviour Panels**

Alsop High School will conduct Behaviour Panels where a student has repeatedly failed to comply with expectations and this policy, despite intervention.

Students will attend Behaviour Panels with their parents/carer, or another responsible adult if their parent/carer is unable to attend. The Panel will be made up of members of the Pastoral Team and/or the Senior Leadership Team and where appropriate a representative of the Governing Body.

The Behaviour Panel will undertake an interview with the student and the parents/carers which will focus on:

- the seriousness of the situation
- the Alsop Way
- areas of concern and a commitment to our Behaviour Policy and the Code of Conduct

Behaviour panel meetings will be minuted and a copy of the notes placed on the student file. These notes will include:

- Concerns arising before and during the meeting
- Agreed strategies to re-establish the Alsop Way
- Positive steps all parties will take to move forward

## **5.5 Reflection Room**

Alsop High School will place disruptive students in an area away from other students for a limited period, in what is often referred to as 'Internal exclusion'

Internal exclusion may take place in another neighbouring school to allow respite for the student and enable them to reflect on their behaviour.

Staff will ensure that students are kept in internal exclusion no longer than is necessary and that their time spent in internal exclusion is used as constructively. During this time the students study core subject areas of English, Maths and science as well as restorative justice being a key focus. Students are allowed time to eat or use the toilet.

If a student misbehaves when serving an internal exclusion they will either:

- Receive further sanctions within internal exclusion
- Or receive a fixed term exclusion

## 5.6 External Exclusions

Alsop High School follows statutory guidance by the Department for Education. There are two types of exclusion:

- Fixed term for a maximum of 45 days per academic year
- Permanent exclusion

Exclusion whether fixed term or permanent, is the most serious sanction. The recommended procedures are followed for:

- Fixed term exclusion under 5 days
- Fixed term exclusion over 5 days
- Permanent exclusion

Any form of poor behaviour could ultimately result in permanent exclusion. At Alsop High School we will do our very best to support the students during every stage of the disciplinary process, to enable students to adopt standards of behaviour which support the core purpose of the school namely teaching and learning. The full support of students and their parents/carers is expected at every stage to avoid any exclusion being permanent.

Students are at risk of either fixed term or permanent exclusion if they:

- Use physical/verbal aggression towards or bully other members of the school community
- Persistently ignore any aspect of the behaviour policy
- Act in a manner which endangers the health and safety of the school community
- Persistently disrupt teaching and learning
- Act in a disrespectful manner towards staff

The exclusion of a student is a very serious matter. It is not a step which we take lightly and it is the consequence of a serious breach of this Policy. Each and every situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation.

As a general guide, the following behaviour will normally be deemed so serious as to warrant exclusion being the considered most appropriate punishment:

### 5.6.1 Violence and Physical Assault:

- against another student - fixed term / permanent exclusion
- extreme or repeated act(s) against another student(s) - fixed term / permanent exclusion
- violence against a member of staff – fixed-term / permanent exclusion
- any act of physical aggression will result in exclusion; the advice is to walk away and seek help from a member of staff immediately

### 5.6.2 Sexual Assault and Sexually Offensive and Racist Behaviour:

- fixed term / permanent exclusion depending on the seriousness of the incident

### 5.6.3 Drugs and Tobacco:

- being in possession of illegal drugs on the journey to and from Alsop High School, in school, on a school activity, or on school transport including buying, selling, distributing, carrying for others or any involvement with illegal substances – fixed term / permanent exclusion

- being in possession of intoxicating liquor or alcohol, any involvement with alcohol on the journey to and from school, within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - fixed term exclusion / permanent exclusion
- being in possession of tobacco or cigarettes, any involvement with tobacco or cigarettes on the journey to and from or within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - internal / fixed term exclusion

#### **5.6.4 Vandalism and Theft:**

- fixed term / permanent exclusion depending on the severity of the incident and also any danger caused to others

#### **5.6.5 Defying a Member of Staff:**

- fixed term / permanent exclusion

#### **5.6.6 Arson, Deliberately Setting off a Fire Alarm or Tampering With Health and Safety Equipment e.g. Fire Extinguishers:**

- fixed term / permanent exclusion

#### **5.6.7 Extreme Appearance:**

- fixed term / internal exclusion until rectified

#### **5.6.8 Bullying:**

- fixed term/permanent exclusion

#### **5.6.9 Possession of a Weapon or Replica:**

- being in possession of or supplying an item which has been made, used, or adapted for the purpose to cause harm to, or distress to, others, in school including the journey to and from school or any school activity, (this includes knives, BB guns and replicas/or actual firearms) - permanent exclusion

#### **5.6.10 Mobile Phones:**

- using a camera phone to record, post on the internet and/or exhibit clips for video footage of 'happy slapping', unwanted attention and/or violence towards another person - fixed / permanent exclusion
- Refusal to hand a mobile phone to a member of staff when requested - internal/fixed term exclusion

#### **Important Notices:**

- Where a criminal offence is suspected, the matter will be referred to the police
- Targeting, abusing or humiliating other students, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence

## **5.7 Power to Search, Use of Reasonable Force and Confiscation**

The general power to discipline enables a member of staff to confiscate, retain or dispose of student property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Following the confiscation of weapons and other items it is for Alsop High School staff to decide if, and when to return a confiscated item. Knives and extreme or child pornography must always be handed over to the police.

### **5.7.1 Power to Use Reasonable Force**

- In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom
- The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm

### **5.7.2 Definition of Reasonable Force**

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- ‘Reasonable in the circumstances’ means using no more force than is needed
- Staff generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate. Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student
- Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom

### **5.7.3 When Can Reasonable Force be Used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder
- At Alsop High School force is used for two main purposes; to control or restrain students
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

### **5.7.4 Staff at Alsop High School if Necessary Can Use Reasonable Force to**

- remove disruptive students from the classroom where they have refused to follow an instruction
- prevent a student behaving in a way that disrupts the school event, trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, to stop a fight in the playground or to restrain a student at risk of harming themselves through physical outbursts

Alsop High School will not use force as a punishment; it is always unlawful to use force as a punishment.

## **Appendix 1 –Alsop High School Rules**

Alsop High School operates a culture built upon mutual respect. Everything we do links directly to our core principles of The Alsop Way. At Alsop High School we are always polite and courteous. We say 'Sir' and 'Miss' to all staff. We say 'please' and 'thank you' and 'excuse me'. We smile when we greet people and we say 'good morning' or 'good afternoon'. At Alsop High School teachers and students work collectively together to ensure the very best. All students know what they must do and that our expectations are of the highest standard.

At Alsop High School we celebrate success for students making the right behaviour choices and we take action to remind students of the consequences of the wrong choices. We are consistent in the way that we tackle instances where students have made the wrong choices, this is because we want our students to be the very best they can be. We will teach students to break your bad habits and learn new empowering habits which will make them successful in school and life beyond school. Alsop High School teachers care and want the very best for each and every student who attends the school. That is why we will be firm but fair.

Every time a teacher gives you a consequence or a detention they are reminding students of the behaviours we expect and the behaviours that we can't allow students to display. This is why we tackle poor habits and students who make the wrong choices such as disruption, laziness, rudeness, excuse-making, sulking, and feeling sorry for ourselves. We want to help students to grow up into mature, responsible and successful adults.

As part of this we insist that everyone at Alsop High School looks out for each other. If someone is in need of help then we help and support them, if students hear someone being unkind or unpleasant we expect them to tell the nearest teacher and support the student. If someone drops something we expect students to help them pick it up. At Alsop High School we work hard, try our very best and are kind to one another.

### **Mobile Phones**

Students at Alsop High School are not allowed mobile phones, or any other form of electronic device. If a student's mobile phone is seen or heard anywhere on the school site, it will be immediately confiscated and taken to reception. Parents/carers will be contacted via a letter at the end of the school day to inform them of the mobile phone being confiscated. All mobile phones that are confiscated for a second time or more must be collected by parents/carers. In this instance, parents will be notified via a text message as soon as the phone is confiscated to give them time to make arrangements to collect the phone.

## Appendix 2 - Uniform and Appearance

At Alsop High School we pride ourselves on high standards and expectations and believe it is important that this is reflected in our appearance as we go about our studies.

We expect students to wear our uniform with a sense of pride and purpose this will reduce bullying and stereotyping by removing expensive branded items, and demonstrates an ethos signifying a community and belonging.

### **Our Uniform is:**

Green school blazer with school badge.

Plain blue V neck, long sleeved jumper with School badge.

Plain white shirt with collar.

Plain black tailored trousers or knee length, loose fitting skirt.

Clip-on school tie - all students.

Tights or socks - plain colours only.

Sensible leather look Shoes - black only. NO LOGOS.

No Boots or trainers of any description.

Students are **not** allowed to wear:

- Hooded tops of the type that are often referred to as 'hoodies'
- Trousers with very tight fitting legs, jeans, leggings, jeggings, jogging or tracksuits, pin-stripe or cords
- Skirts above knee length or that are excessively tight

If a student is not in full school uniform we will ask the student to wear the correct item from our additional uniform supply. We may also send students home to change to appropriate clothing or isolate students if the uniform is not appropriate or if it is worn incorrectly.

We expect students to wear full school uniform correctly on the way to the Alsop High School, throughout the school day, and on the journey home.

### **Standard PE Kit**

Pupils are required to wear the appropriate PE kit for every PE lesson. This year we have updated the PE kit, to provide our students, with a range of high-quality products made from technical modern fabrics, suitable for all activities. All of our new Year 7 starters, will be required to have the new black school PE kit. Please do not purchase the old school PE kits. Blue for girls and green for boys. If your child's current kit still fits, you do not need to purchase the new kit until the old one no longer fits.

Students from Year 8 – 11 can wear their existing kit but should purchase from the new range when they need a new kit.

The new kit (compulsory items)

- Black/green Alsop High School short-sleeved top (female cut)
- Black/green Alsop High School long-sleeved top
- Black/green shorts
- Black/green skirt
- Plain black sport leggings
- Black Alsop High School football socks/black sports socks

Additional items

- Black/green ¼ zip long-sleeved top

- Black/green sports 'hoody'

#### Swimming kit

- Suitable swimming costume
- Goggles
- Towel

#### Footwear

- Trainers worn for all lessons
- For activities outside (e.g. football, rugby) boots and shin pads should be worn although not compulsory

#### Attending PE with No Kit

The number of no-kits will be recorded throughout the academic year and will follow the policy outlined below.

#### Non-participants

- Non-participation is actively discouraged. If it is unavoidable then the parents/guardian of that student must contact school and communicate with the Head/Assistant Head of PE.
- Students not having a PE kit for their lesson is not acceptable.
- If any students are unable to participate as a performer in their PE lesson they will undertake an alternative role within the lesson i.e. coach, official or if appropriate participate in a modified way.
- In extreme circumstances, non-participation in the lesson should only occur after consultation with parents/guardians and the Head of PE regarding their physical capabilities.
- It is the responsibility of the student to have their kit
- If they are unable to take part as a performer, then they must have a letter signed by their parents and they will change into full kit and play an alternative role vital to their learning.
- Students who fail to bring a note signed by a parent/guardian must continue to participate in their timetabled activity.
- Occasionally, parents request that their child be-excused from outdoor Physical Education. These students should still bring their kit so they can participate indoors with another group after consultation with other staff

#### **Jewellery, Make Up and Hairstyles**

Students will be permitted to wear one pair of stud earrings. No other jewellery is allowed. Students may wear a small amount of discreet make up in natural colours, but staff may ask students to remove any make up staff consider inappropriate. False nails are allowed within school but they must be less than 5mm over the nail in order to be an appropriate length, this is due to health and safety reasons. Hair should be kept neat and tidy and any hair accessories should be small and plain coloured only. Extreme hairstyles, such as unnatural colour dyes, are not allowed.

#### **Homework (see Homework Policy)**

### Appendix 3 – Alsop High School Rewards System

We believe in:

- Providing a positive and rewarding culture, permeating all aspects of school life, enabling all students to achieve their potential
- Ensuring that all students can achieve recognition of their successes and efforts
- Increasing students' self-esteem through consistent, meaningful and positive rewards

Alsop High School uses the rewards system below to reward and recognise student achievements. Each reward carries an agreed number of achievement points.

When pupils achieve an agreed threshold of achievement points additional rewards will be issued.

Students will be given 1 point per lesson automatically, additional points will also be allocated for some of the positive behaviours outlined below

| Positive Behaviours for Learning   | How will the Students be Rewarded?   | Additional Reward Triggers: (per ½ term)   |
|--|--|--|
| <p>These are examples of additional behaviours that will result in a reward being issued:</p> <ul style="list-style-type: none"> <li>• 100% attendance weekly (1 point)</li> <li>• 100% punctuality weekly (1 point)</li> <li>• Contributing positively to form time (1 point)</li> <li>• Producing work above expectations (1 point)</li> <li>• Contributing positively to a lesson (1 point)</li> <li>• 97%+ attendance ½ termly (1 point)</li> <li>• Positive contribution to Alsop High School or wider community (1 point)</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly contact home from class teachers and form tutors (1 point)</li> <li>• Weekly postcard home from Heads of Faculty/Heads of Subject or Year Leads (1 point)</li> <li>• Weekly postcard home from Assistant Headteacher (1 point)</li> <li>• Weekly postcard home from Deputy Headteacher (1 point)</li> <li>• Weekly postcard home from Headteacher (1 point)</li> </ul> | <p>Example rewards for pupils who have no consequence points and who achieve:</p> <ul style="list-style-type: none"> <li>• 175 achievement points – break and lunch time queue jump</li> <li>• 200 achievement points – celebration lunch with HOY</li> <li>• 250 achievement points – celebration lunch with Deputy Head + staff</li> <li>• 300 achievement points – afternoon tea with Headteacher and parents (£10 Amazon voucher)</li> <li>• 350 achievement points - £20 Amazon voucher</li> </ul> <p>Student voice will help formulate the rewards and to select rewards they deem appropriate such as trips</p> |

There will also be a series of cultural experiences and traditional school trips for students who meet the positive rewards threshold. Students will be issued with certificates for each of the achievement point thresholds along with a letter of praise home.

The Alsop High School rewards policy also aims to involve parents as much as possible. There will be regular whole school draws to reward students who meet thresholds regarding attendance, punctuality and achievement. The prizes for these half-termly draws may well include prizes such as:

- Family cinema trips (A weekly draw for students with 175 points)

- Vouchers for Everton and Liverpool football clubs. This may include match tickets, ground tours or vouchers for the club shops (A weekly draw for students with 200 points)
- Amazon vouchers (A weekly draw for students also with 200 points)
- Family meals at local restaurants (A weekly draw for students with 250 points)
- Family trips to local attractions (A weekly draw for students with 300 points)

There will be a half-termly draw for the above prizes. Students will be entered when they achieve 50 points (1 ticket), 100 points (2 tickets), 150 points (3 tickets) with a maximum of 350 points (7 tickets). Our aim here is to increase the chances of rewarding our finest students and to motivate all students to constantly push themselves in order to gain more and more achievement points.

Each week we will have a prize draw for all students with 100% attendance. The prize will be a voucher for a family meal. Additionally we will have a draw every half-term for all students with a positive score overall with the winner receiving a voucher for a family celebration.

## Appendix 4 – Alsop High School Disciplinary System

### In the Classroom

| Sanction                          | Consequence  |
|-----------------------------------|--|
| Use of 'Chance' in the classroom  | <ul style="list-style-type: none"> <li>• No consequence if student responds positively and changes behaviour as required</li> <li>• Moving onto 'Warning' if no improvement</li> </ul>   |
| Use of 'Warning' in the classroom | <ul style="list-style-type: none"> <li>• Recorded on school system and 1 point removed from student</li> <li>• Pastoral leaders will review the accumulation of warnings over time and consider appropriate intervention which may include support/mentoring</li> <li>• Subject leaders will also do this should the issue be primarily in their subject</li> </ul>  |
| Use of 'Action' in the classroom  | <ul style="list-style-type: none"> <li>• Recorded on school system and 1 behaviour point received</li> <li>• Student sent to 'buddy' room to complete work in silence with another teacher</li> <li>• Automatic same evening 20 minute detention given</li> <li>• Form tutor to speak with student after every Action</li> <li>• Students will be isolated for a period of time if 3 Actions are given in a the same day</li> <li>• Students with 3 same day Actions will receive a 60 minute detention</li> <li>• Pastoral leaders will review the accumulation of Actions over time and consider appropriate intervention</li> <li>• Subject leaders will also do this should the issue be primarily in their subject alone</li> </ul> |
| Toilet                            | <ul style="list-style-type: none"> <li>• Staff to record permission given to go to the toilet in the lesson.</li> <li>• This will allow staff to track any student who, without a medical reason, use the toilet in lessons more than could be expected, and consider appropriate intervention</li> </ul>  |

## Outside the Classroom

|  |   |
|--|---|
| Late to lessons period 3 or 4            | <ul style="list-style-type: none"> <li>• Pastoral team to review each day</li> <li>• Students to be given a same day detention each evening for 20/40 minutes depending on the frequency of lateness</li> <li>• Late reports may be used to target punctuality</li> </ul>   |
| Out of lesson without permission         | <ul style="list-style-type: none"> <li>• Students outside of lesson must have a permission lanyard from a member of staff</li> <li>• Recorded on school system and 1 behaviour point received</li> <li>• Three out of lesson behaviour points in a week leads to a 60 minute detention</li> <li>• Pastoral leaders will review the accumulation of out of lesson behaviour points over time and consider appropriate intervention</li> </ul>                                      |
| Incorrect uniform                        | <ul style="list-style-type: none"> <li>• Where student has no note for incorrect uniform, student is expected to wear clean, borrowed uniform including shoes</li> <li>• Refusal to wear clean, borrowed uniform will result in students being isolated until they agree to wear borrowed uniform or until parent / carer can bring correct uniform to school – whichever comes first</li> <li>• A text will be sent home every time a student is in incorrect uniform</li> </ul> |
| Inappropriate conduct on yards/corridors | <p>Students are expected to avoid the following actions outside of lessons</p> <ul style="list-style-type: none"> <li>• Dropping litter</li> <li>• Swearing</li> <li>• Showing defiance</li> <li>• Having hoods up</li> <li>• Refusing to follow a reasonable request</li> </ul> <p>The Chance/Warning/Action system will be applied in such cases. The above conduct may well result in a sanction if there is no immediate resolution</p>                                       |

## Appendix 5 – Home School Agreement

This Home School Agreement makes clear, the commitment of pupils, parents, and school staff.

We / I will endeavour to carry out the details of the Home School Agreement as listed in the next 3 pages

..... Pupil

..... Parent/Carer

..... Tutor (on behalf of the school)

Alsop High School will:

1. Provide high quality teaching suited to the needs of each pupil
2. Provide a teaching environment to enable the highest possible progress
3. Provide a broad and balanced curriculum
4. Encourage pupils to be involved in wider school activities
5. Keep a record of attendance and contact parents if absence remains unexplained
6. Monitor and encourage punctuality
7. Give incentive and reward for achievement and/or improvement in attainment, participation, attendance and all aspects of school life
8. Set and check homework on a regular basis
9. Provide periodic progress reviews of each pupil's progress and be available for individual discussion with parents at times mutually suitable to all
10. Hold progress evenings and meetings at least once a year for each year group, and publish the calendar of events at the beginning of the academic year
11. Respond promptly and courteously to any complaint or request for information from parents
12. Ensure all pupils to wear the school uniform
13. Ensure pupils to have respect for individuals, groups and communities both within the environment of the school and beyond
14. Establish clear expectations regarding behaviour and personal responsibility, social and emotional aspects of learning based on mutual respect and understanding.
15. Explain consequences to pupils and apply sanctions as per behaviour policy
16. Promote British values positively
17. Safeguard all staff, pupils and members of the community in-line with national and Trust policies and guidelines.
18. Provide opportunities for staff, pupils and members of the community to experience spiritual, moral, cultural and diverse opportunities within the local, national and worldwide spheres.
19. Equip our pupils to have qualifications, skills and confidence for the world of today and needs of tomorrow.

As a parent/carer of a student at Alsop High School, I will:

1. Encourage a positive attitude towards school, embrace the ethos and take an interest in my son/daughter's work and activities both now and for the future
2. Make sure that he/she attends every day unless absence is unavoidable, in which case the school will be informed of the reason following correct policies and procedure
3. Make sure that he/she arrives on time
4. Provide correct school uniform and ensure he/she wears it
5. Provide all necessary basic equipment
6. Provide a suitable place for homework to be done, give support and encouragement to homework
7. Attend parents evenings
8. Take note and engage with school communications
9. Celebrate and praise him/her when they are rewarded in school
10. Support the school's disciplinary processes, if required
11. Support all school policies as appropriate
12. Work in partnership to secure a positive, safe and productive experience both now and for the future

As a pupil at Alsop High School, I will:

1. Make the most of all the opportunities offered and try my 'best'
2. Work hard and learn well in the whole range of school activities and be my 'Best'
3. Behave well and use good manners; showing I am respectful
4. Follow rules and understand/accept consequences if I do not
5. Attend punctually each day unless unavoidably absent, in which case make sure letters or telephone messages reach my tutor
6. Attend all classes punctually
7. Wear the correct uniform with pride and bring all necessary basic equipment
8. Protect and care for all school equipment, books and furniture and the fabric of the building
9. Complete all homework set and meet deadlines
10. Act on teachers' feedback in all my work carefully
12. Take home information about parents evenings and all other school communications
13. Have respect for individuals, groups and communities both within the school and beyond regardless of age, culture, religion or gender
14. Observe the school rules and adhere to all policies
15. Ask for help if I am stuck, confused or not making as much progress as I would like.
17. Think about and plan for my next steps in education, employment and training.
18. Report or speak to a member of the safeguarding team or Headteacher if I do not feel safe in or outside of school
19. Report or speak to a member of the safeguarding team or Headteacher if I think that someone else may be in danger or being abused in any way. (See the 'Safeguarding' policy for more information)

## Appendix 6 – Behaviour Panel Process

Behaviour Panel meetings occur at Alsop High School where a student has repeatedly failed to comply with expectations and despite being issued with consequences and sanctions has not refocused on learning and remains a concern to staff. Students attend a behaviour panel meeting with their parent/carer.

The identified lead (see below) chairs the meeting. The meeting can include any number of professionals or external agencies as deemed necessary by the chair person.



Student placed on report to a named key worker  
 Key worker mentoring  
 Lesson or grouping changes (where appropriate)  
 Referral to external agencies (where appropriate)  
 Referral to SEND for assessment or intervention (where appropriate)  
 Parenting/behaviour contract implemented  
 Temporary placement sourced with an alternative provider  
 Managed move

### **Exemplars of immediate 'ACTION' or call for patrol**

The following types of behaviour will require immediate 'ACTION' with a student removed from lesson or patrol to be called for.

#### **Immediate 'ACTION' – 2 behavioural points and removal from the classroom**

- Complete refusal to work
- Swearing at another student
- Throwing objects
- Persistent defiance and/or disruption
- Inciting others to behave in any of the above ways

#### **Immediate call for patrol**

- Swearing at a member of staff
- Violence or threats of violence towards another student or member of staff
- Bullying
- Use of racist or homophobic language
- Deliberate damaging of property
- Refusal to leave lesson after 'Action'
- Any other extreme behaviours

## Appendix 7 - Intervention used in conjunction with the Inclusion Tracker.

Below is a list of interventions that may be used, where appropriate, to help students to improve their behaviour. The below lists are not exhaustive.

| Level 1                        | Level 2                     | Level 3                     |
|--------------------------------|-----------------------------|-----------------------------|
| Meeting with AHOY/HOY          | Meeting with SLT member     | Meeting with DHT/HT         |
| Re-integration meeting         | Report book to SLT          | Report book to DHT/HT       |
| Report book to HOY             | Pastoral team mentor        | SLT mentor                  |
| Staff mentor                   | PSM involvement             | Behaviour committee meeting |
| Pastoral Support Plan          | Restorative Justice         | Social Skills Work Group    |
| 1:1 support                    | Self-esteem group work      | Anger management            |
| Change of form                 | PSP with student/carer      | TAC meeting                 |
| Change of teaching group       | EPS referral                | CAHMS referral              |
| Booster session for core       | CAHMS referral              | Literacy programme          |
| Course change                  | Numeracy programme          | Individual support package  |
| Reading intervention           | Enrichment programme        | Social worker support       |
| Dyslexia intervention          | Brook Advisory/RSAA support | Prevent Team                |
| Additional adult support       | Positive Futures            | YOS support                 |
| Structured seating plan        | YPAS well-being referral    | LIT referral                |
| Specialist equipment           | Return to Learn             | CSE/CE referral             |
| Addaction                      | Initiaite EHA               | Access Centre               |
| Reflection Room                | EWO involvement             | EHCP assessment             |
| ASD Communication Group        | Social worker support       | CELLS project               |
| HSLO involvement               | Time out card               | Permanent Move              |
| Improved positive points score | Anger management            |                             |
| Walton Youth Project           | Managed Move                |                             |
| LFC Project                    |                             |                             |
| Everton in the Community       |                             |                             |
| School Move                    |                             |                             |

## Appendix 8 – Support for students with SEND provision

### SEND – the four areas of need and how we support them

| <b>1. Communication and Interaction</b>                                   |   |
|---|---|
| <b>Speech, Language and communication Difficulties</b>                    | Speech and Language Therapy referral<br>ASC Pathway referral<br>Social Skills Support   |
| <b>English as an Additional Language (EAL)</b>                            | Differentiated resources<br>School Family Support Service/interpreter<br>Early help service<br>EMTAS<br>Additional Literacy Support   |
| <b>ASC (Autistic Spectrum Conditions)</b>                                 | Educational Psychologist Assessment<br>ASC Pathway referral<br>Paediatrician referral<br>Social Skills Support<br>Access Arrangements   |
| <b>2. Cognition and Learning</b>  |   |
| <b>Moderate Learning Difficulties</b>                                     | Differentiated resources<br>Visual strategies<br>Additional Literacy and Numeracy Support<br>Access Arrangements  |
| <b>Specific Learning Difficulties – Dyslexia</b>                          | Educational Psychologist Assessment and Support<br>Dyslexia friendly lessons/resources<br>Lexia intervention<br>Specialist Assessment and Teaching (SENISS)<br>Additional Literacy Support  |
| <b>Specific Learning Difficulties – Dyspraxia</b>                         | Paediatrician referral<br>Educational Psychologist Assessment<br>Occupational Therapy referral<br>Outreach Support<br>Word Processor provided<br>Access Arrangements  |
| <b>Specific Learning Difficulties – Dyscalculia</b>                       | Educational Psychologist Assessment<br>Specialist Assessment and Teaching (SENISS)<br>Outreach Support<br>Catch Up Numeracy Interaction<br>Differentiated lessons and resources   |
| <b>3. Social, Emotional and Mental Health</b>                             |   |
| <b>Anxiety, Depression, Self-Harm, Substance Misuse, Eating disorders</b> | CAMHS referral<br>Paediatrician referral<br>Early Help Assessment Tool<br>School Counsellor<br>HOY/Progress Leader Support<br>Form Tutor Support<br>CAMHS Training for Staff<br>School Nurse<br>Inclusion Officer<br>Addaction<br>Access Arrangements<br>YPAS |

|   |  |
|---|--|
| <b>ADHD/ADD</b>                         | ADHD Foundation<br>ADHD Clinic/Pathway referral<br>Educational Psychologist Assessment and Support<br>Early Help Assessment Tool<br>YPAS<br>Access Arrangements          |
| <b>Attachment Disorder</b>              | School Counsellor<br>CAMHS referral<br>Cognitive Behaviour Therapy<br>Early Help Assessment Tool<br>CAMHS IAG (in school)  |
| <b>Anger</b>                            | CAMHS IAG (in school)<br>Behaviour Plan<br>Early Help referral   |
| <b>4. Sensory and /or Physical Need</b> |  |
| <b>Visual Impairment</b>                | Sensory Services Assessment, Support and Guidance<br>Differentiated resources<br>Access Arrangements   |
| <b>Hearing Impairment</b>               | Sensory Services Assessment, Support and Guidance<br>Differentiated resources<br>Access Arrangements   |
| <b>Physical Disability</b>              | Disabled Access<br>Lift Access<br>Disabled toilets and changing rooms<br>Accessibility Policy<br>Occupational Therapy Support<br>Outreach Support<br>Access Arrangements |

## APPENDIX 9 – Student Removed From Lesson Form



ALSOP HIGH SCHOOL

### STUDENT REMOVED FROM LESSON

Students must ALWAYS be issued with this form if they are removed from a lesson. Please ensure that this form is fully complete with all the required information in the relevant areas.

#### DATE

| STUDENT REMOVED FROM LESSON |  |
|-----------------------------|--|
| Period                      |  |
| Time left classroom         |  |
| Room student is to work in  |  |

| THIS SECTION IS TO BE COMPLETED BY THE STUDENT |  |
|--|--|
| Name   |  |
| Form   |  |
| Period   |  |
| Subject  |  |
| Teacher  |  |

**This slip is to be retained by the Head of Faculty/Subject**

. This incident must be recorded immediately on SIMS by the subject staff.

You will now have a 20 minute detention (or longer if this is not your first Action today) as you have been removed from your lesson.



ALSOP HIGH SCHOOL

# REFLECTION ROOM RULES

- You must sit where the member of staff asks you to
- Silence is required at all times
- Communication of any kind with any other student is not allowed
- If you need something, put your hand up – **DO NOT SHOUT OUT**
- Do not leave your seat without permission
- Do not disrupt the Reflection Room. Do not tap, chew, swing on your chair or any other form of unacceptable behaviour
- You will be allowed to go to the nearest toilet a maximum of 3 times per day
- You must complete the work you have been given or silently read a book
- If you fail to meet the above rules you risk being excluded and must return to the Reflection Room upon your return
- You will be escorted to break and lunch and must remain silent
- Until you successfully meet the Reflection Room rules, you will not be allowed back into your lessons

**APPENDIX 11 – Reflection Room Warning Record Sheet**



ALSOP HIGH SCHOOL

**REFLECTION ROOM WARNING RECORD SHEET**

|    | Student Name | Chance | Warning   | Final Warning   | Action                        |
|----|--------------|--------|---|---|-------------------------------|
|    |              |        | <i>SLT should be called to speak to the student</i> | <i>SLT should be called to speak to the student again</i> | <i>Student to be excluded</i> |
| 1  |              |        |   |   |                               |
| 2  |              |        |   |   |                               |
| 3  |              |        |   |   |                               |
| 4  |              |        |   |   |                               |
| 5  |              |        |   |   |                               |
| 6  |              |        |   |   |                               |
| 7  |              |        |   |   |                               |
| 8  |              |        |   |   |                               |
| 9  |              |        |   |   |                               |
| 10 |              |        |   |   |                               |
| 11 |              |        |   |   |                               |
| 12 |              |        |   |   |                               |
| 13 |              |        |   |   |                               |
| 14 |              |        |   |   |                               |

## APPENDIX 12 – Standard Exclusion Letter

3<sup>rd</sup> July 2019

– 7JLC

7 Road  
Liverpool  
L9 1ED  
Dear

I am writing to inform you of my decision to exclude for a fixed period of 5 days. This means that X will not be allowed in school for this period. The exclusion will take place from Thursday 4<sup>th</sup> July 2019 to Wednesday 10<sup>th</sup> July 2019 inclusive.

I realise that this exclusion may well be upsetting but the decision to exclude X has not been taken lightly. May I remind you of my reasons for excluding: Setting off the school fire alarm.

You have a duty to ensure that X is not present in a public place from 4<sup>th</sup> July to 10<sup>th</sup> July during school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified date. If so, it will be for you to show reasonable justification.

An appointment has been made for you to meet with Mr Mottram on Thursday 11<sup>th</sup> July at 9.30am. We will set work for X for the days specified in the previous paragraph as on school days during the period X should not be present in a public place. Please ensure that work set by the school is completed and returned to us promptly.

You have the right to make representations about this decision to the School Governors' Committee, if you wish to make representations you should contact Mrs A M Snape, Clerk to the Governors', on 235 1231 or [a.snape@alsophigh.org.uk](mailto:a.snape@alsophigh.org.uk) as soon as possible. Whilst the Governing Body has no power of reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you believe that the exclusion has occurred as a result of discrimination then you may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs & Disability) in the case of disability discrimination or the County Court in the case of other forms of discrimination. This should be lodged within 6 months of the date of exclusion. You can access further information on this issue and how to make an appeal at [www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals).

Thank you for your continued support.

Yours sincerely

Mr C Wilson  
Headteacher

## APPENDIX 13 – Permanent Exclusion Letter

Dear

I am writing to confirm the conversation we had on the telephone with regard to (child's name) and her / his refusal to behave in a reasonable manner while at school. As you are aware, we have, with you, attempted to support your child, but sadly this has failed and I am left with no choice but to exclude her / him on a permanent basis from the school.

The Permanent Exclusion will commence on (date) and (child's name) should not come on or near the school premises unless he/she is reinstated by the Governors' Committee.

May I remind you of my reasons for the permanent exclusion (include any other relevant previous history here):-

- 
- 
- 

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, that is on (specify the precise dates) unless there is reasonable justification for this. You could be prosecuted or receive a penalty notice if your child is present in a public place during normal school hours on the specified dates. It will be for you to show reasonable justification.

Alternative arrangements for (Child's name)'s education to continue will be made. For the first five school days of the exclusion we will set work for (child's name) and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards – i.e. from (specify date) Liverpool Authority will provide suitable full-time education. You will be notified shortly of the arrangements for suitable full-time education.

As this is a permanent exclusion, the Governing Body must meet to consider it. At the review meeting you may make representations to the Governors' Committee if you wish to ask them to reinstate your child to school. The Governors' Committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Review Panel. The latest date by which the Governors' Committee must meet is (specify the date – the 15<sup>th</sup> day after the date on which the Governing Body was notified of the exclusion). If you wish to make representations to the Governors Committee and wish to be accompanied by a friend or representative please contact Mrs Snape on 0151 235 1200, a.snape@alsophigh.org.uk or alternatively at Alsop High School, Queens Drive, Liverpool L4 6SH as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the Governors' Committee of the time, date and location of the meeting. Please let us know if you have special needs or a disability which would affect your ability to attend or take part in the meeting. Also, please inform Mrs Snape if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you may raise the issue with the Governors Committee.

If you believe that the exclusion has occurred as a result of discrimination then you may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs & Disability) in the case of disability discrimination or the County Court in the case of other forms of discrimination. This should be lodged within 6 months of the date of exclusion. You can access further information on this issue and how to make an appeal at [www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals).

You have the right to see and have a copy of your child's school record. Due to confidentiality restrictions, you should put any request in writing as soon as possible if you wish to do so. There may be a charge for photocopying.

I enclose for your information the telephone number of the Social Inclusion Team of the Local Authority who can provide you with further information, the number is 0151 225 4970.

You may wish to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com). The advice line is open from 8.00am to 8.00pm Monday to Friday, except Bank Holidays and 24 December to 1 January.

Statutory Guidance on exclusions is also available at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion).

Yours sincerely

Mr C Wislon  
Headteacher

**APPENDIX 14 – Reintegration Meeting**



ALSOP HIGH SCHOOL

# REINTEGRATION MEETING

|  |                           |                        |
|--|---------------------------|------------------------|
| Name of student                                  |                           |                        |
| Date   |                           |                        |
| Parent / carer attending                         |                           |                        |
| Staff attending                                  |                           |                        |
| Summary of discussion                            |                           |                        |
| Action plan for successful readmission to school | School actions            | Student / home actions |
|  |                           |                        |
| Success criteria                                 |                           |                        |
| Review date                                      |                           |                        |
| Signed   | Parent / Carer:<br>Staff: |                        |

