



Date of authorisation:	August 2023
Author / Reviewer responsible:	DONNA REYNOLDS
Reviewed by:	MICHELLE HOWDLE
Last amended:	August 2022
Date of next review:	August 2024

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Good behaviour promotes efficient learning, happiness and security. Poor behaviour reflects badly on the individual, tarnishes the school and can cause harm. At Alpha Training we adopt a policy that will encourage good behaviour through motivation, self-discipline and mutual respect, while taking necessary measures to correct bad behaviour. In view of the nature of the school, particular attention is paid to valuing and respecting our various languages and cultures.

Alpha Training expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other and
- to engage in learning as directed by teachers
- parents to support the school in fulfilling its mission and to encourage their children to show that
- respect and to uphold the school's authority to discipline its pupils, where appropriate
- to support the Principal in creating a culture of respect by supporting the staff's authority to discipline
- pupils and ensuring that this happens consistently across the school

Communicating intent

Alpha Training's Behavioural policy is rooted in its mission to develop a deep understanding and enjoyment of all learning. The School will ensure that parents/carers are fully informed of the behaviour policy by communicating it through the school prospectus, home-school agreements, newsletters and other normally used channels, including the school's website. The school will communicate the behaviour policy to all new and existing pupils through the school rules or



expectations, school prospectus, pupil notice boards, newsletters, and within the curriculum wherever relevant.

The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.

The school will communicate the behaviour policy to all staff by providing copies of the policy and through the staff training programme. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Restorative practice

The school has a restorative Practice to address behaviour in school. This is a positive approach that works with students, rather than doing things to them or for them. Conflict is an inevitable part of life. How we work to resolve conflict impacts on a school's climate and culture and ultimately on students' social and academic outcomes. where young people can learn and thrive in a supportive, enriching environment. A restorative approach focuses on building and maintaining positive relationships across the whole school community. It aims to create an ethos of respect, inclusion, cooperation, accountability and responsibility.

A restorative practice works on engagement with students to understand the reasons for the misbehaviour. With the objective that resulting relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened.
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.

The school management acknowledges that the restorative practice has to be supported by effective and understood sanctions so that all stakeholders are assured that all behaviour situations can be managed.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate dress

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour



- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time Difficult to defend against

Bullying can include:

Emotional Physical

Being unfriendly, excluding, tormenting

Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING

DEFINITION

Prejudice-based and discriminatory, including:

Racial

Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based

Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual

Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING

DEFINITION

Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing Cyber-bullying
Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Behave in an orderly and self-controlled way
- Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
- Implementing the behaviour policy consistently



- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

Support their child in adhering to the pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour
Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Turn up on the right days

Always let Alpha know if you are unable to attend for any reason.

Be on time

Lessons start at 10:00am so aim to arrive at least 10 minutes before then.

Be respectful Abusive behaviour or bad language is not tolerated.

Treat people as you would wish to be treated.

Be friendly and a good team player

Any kind of bullying will not be tolerated.

Be trustworthy

Stealing will result in an instant dismissal.

Phones and valuables must be handed in during lesson times.

Dress appropriately

Please make sure you wear the right clothing to the farm.

Alpha Training cannot be held responsible for learners suffering injury or illness due to wearing inappropriate clothing during hot/cold weather.

Ask first

Always ask permission before handling any of the animals.

Strict rules

No Smoking, vapes, no drinking alcohol and no use of any illegal substances or legal highs. All are strictly forbidden at Alpha Training and will lead to instant dismissal.

Safety

Students must follow safe working methods. Whilst full training will be given on necessary equipment, we require students to act sensibly and maturely.

In the event of an emergency, students must evacuate the building using either of the exits and wait at the meeting point until told that it is safe to re-enter the building.

Valuables

Mobile phones must be handed in on registration. Students are permitted to use phones during lunch break and for work related activities.

Do not bring any valuable items to the farm.

Safe use of the internet

Students are only permitted to use Alpha Training computers and laptops for work purposes only. Students are strictly forbidden from accessing social media on any of the schools devices.

7. Rewards and sanctions

The restorative nature of the school's approach is supported by its use of rewards and sanctions.



7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

Praise and or meeting with the head teacher or phone calls home to parents

Report commendations

Class rewards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

A verbal reprimand

Sending the pupil out of the class to report to a senior member of staff. Expecting work to be completed at home, or at break or lunchtime

Referring the pupil to a senior member of staff

Letters or phone calls home to parents

Agreeing a behaviour contract

We may use the office area in response to serious or persistent breaches of this policy. Pupils may be sent to this area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Internal isolation is used during investigations of serious behaviour incidents or instead of a suspension from school. Parents are informed and their consent is obtained for any period of isolation longer than one hour. Pupils are always treated with dignity and respect.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate Considered Supportive

Decided on a case-by-case basis

It is important to consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful Sexual Behaviour (HSB) in young children may be (and often is) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

However, the NSPCC also provides free and independent advice about HSB. <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

>Manage the incident internally >Refer to early help

>Refer to children's social care >Report to the police

Please refer to our child protection and safeguarding policy for more information which is found on the school's website.

Sanctions for sexual harassment and violence will be decided on a case by case basis and the school will use the discipline measures listed in section 8.6. There may also be measures applied by the school such as counselling, monitoring and those set by external agencies (police warnings etc). The complexity of measures and sanctions will be considered to ensure that the sanctions imposed are appropriate and agreed with the lead professionals involved in a case.

7.3 Off-site behaviour

Sanctions will be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips) Travelling to or from school on county or parent organised bus transport

In any other way identifiable as a pupil of our school



Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the following policies: child protection and safeguarding policy, and allegations against staff

policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged Display the pupil code of conduct or their own classroom rules

Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

Causing disorder

Hurting themselves or others Damaging property

Incidents of physical restraint must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.



We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8.6 Discipline

The purpose of disciplinary measures is to educate and train. The school management will ensure that disciplinary measures are coordinated and standardised.

A student who fails to observe the school rules and general rules on communal life within the school will be subject to disciplinary measures. Serious breaches of discipline must be immediately reported to the Principal/Deputy Heads of School, and a written report provided to them on the first working day following the incident.

The list of disciplinary measures does not imply that they can be imposed only in the order given. In a serious case, involving a risk to safety or health within the School, the Principal may, as a precaution, return a student to the care of his/her legal representatives pending a decision by the school management.