



POLICY FOR POSITIVE DISCIPLINE

(Behaviour Policy)

Designated Lead: Kate Moore, Deputy Headteacher
Updated and ratified by the Full Governing Body July 2025
Next review: July 2026

Allerton Grange School

Policy for Positive Discipline: A Framework for Flourishing (2025 – 2026)



Contents	Page No.
Policy Statement	4
School support of the Policy for Positive Discipline	4 – 7
Parental/Carer support for the Policy for Positive Discipline.	8
Student expectations In class	8 – 9
Transitioning in school	9 – 10
Uniform	11 – 14
Organisation for learning	15
In the community	16
KS3 and KS4 rewards	16 – 20
Sanctions	21 – 31
<i>Appendices</i>	
Appendix A: The Character Counts Curriculum	32
Appendix B: AGS virtues	33
Appendix C: Reasonable Adjustments	34
Appendix D: Student Support	35
Appendix E: No Smoking/Vaping/Energy Drinks Policy	36
Appendix F: Substance Misuse Policy	37 – 38
Appendix G: Mobile Phones/Smart Watches/ Headphones/Electronic Devices	39
Appendix H: Mobile Phones, Electronic Devices and Headphones: Acceptable Use Guidance	40 – 42
Appendix I: Allerton Grange Urban Street Gang (USG) Strategy	43 – 45
Appendix J: Fundamental British Values	46
Appendix K: Trips code of conduct	47
Appendix L: Staff responsibilities	48

Policy statement

At Allerton Grange, we believe that students need a secure, safe, and ordered environment in which to achieve their full potential - socially, emotionally, and academically. We strive to create this environment through our Character Counts model (Appendix A). This model underpins every interaction that students have with AGS. A key component of this character count model is our AGS virtues: respect, responsibility, courage, and ambition (Appendix B). To ensure that students develop these positive character traits we do our utmost to ensure that our school community is warm, inclusive and that we use every opportunity possible to recognise and celebrate our wonderful students.

One key component of our AGS Character Counts model is our Policy for Positive Discipline.

The Philosophy underpinning our Policy for Positive Discipline

- **Expectations:** that all young people need clear guidelines in terms of what constitutes 'acceptable' behaviour. Our Classroom and Around School Rules are explicitly modeled and taught to students through our Character Counts Curriculum. This framework provides the foundations on which our positive discipline system works.
- **Rewards:** that all young people enjoy being actively rewarded for their efforts;
- **Consequences:** to ensure that pupils become responsible and active citizens, they must accept and reflect on the consequences of their decisions and actions.
- **Communication:** clear, open and respectful communication between teachers, students and parents/carers is key to success in schools.
- **Alignment:** that parents/carers support and uphold the Policy for Positive Discipline, so that students have a consistent approach, they understand reasonable boundaries and expectations and that the whole community thrives because we create disruption free learning.

Staff Support – Roles and Responsibilities

Rationale: *To ensure that students understand the positive behaviour expectations the school has in place methods to ensure that our students are explicitly taught positive behaviour traits allowing them to become positive and active citizens.*

SLT

The Senior Leadership team review and Governor's review, reflect and ratify our Policy for Positive Discipline on an annual basis. This ensures that our Policy for Positive Discipline has a clear rationale, is clear, consistent, and is supported by the most recent and impactful evidence-based research. It also allows us to consider student, staff, and parental/carer voice, when reflecting on the best methods to support our students to become responsible and active citizens.

Learning Walks

To support students and staff the AGS SLT conduct Learning Walks each lesson, to ensure that students are following the Policy for Positive Discipline and to acknowledge and praise students who are working hard and demonstrating positive behaviour choices. Students who have been highlighted as engaging and making positive choices are rewarded with a congratulatory postcard.

Staff expectations to support positive student behaviour

All staff will:

Be role models to students. This involves dressing professionally and appropriately and modelling the AGS virtues to students.

Form tutors will support students by:

- Meeting their tutees at 8.30 a.m. on their form tutor door.
- Creating and enforcing effective seating plans for their form.
- Reviewing and adapting seating plans each half term.
- Checking student uniforms upon entry and exit of the form. Recording a behaviour point on Class Charts for incorrect uniform and sending the student to the pastoral team to ensure that they have the correct uniform by 9.00 a.m.
- Using Class Charts to record the Achievement points and behaviour points of their tutees.
- Giving out weekly messages to their tutees so that students are able to engage full in our active school life.
- Delivering the form time curriculum each day to support students thrive in school and so that students develop the character traits to be positive and active citizens.
- Checking students' equipment in form time – This will be carried out on a weekly basis to ensure that students are organised for learning and that disruption free learning takes place.
- Issuing a behavior point, each day, when students are not in possession of the full range of equipment or if students do not have an appropriate school bag, which can accommodate A4 books.

Classroom Teachers will support students by:

- Meeting and greeting students at the door.
- Checking uniform as students enter and recording behaviour points on Class Charts if the uniform is not worn according to the Policy for Positive Discipline.
- Planning lessons for positive behaviour based on evidence-based research and strong subject knowledge.
- Creating effective seating plans based on meeting student passports and based on maximising learning.
- Creating engaging and stimulating lessons based on cognitive science to encourage good behaviour.
- Ensuring that adaptive teaching is consistently used to make the classroom culture inclusive of all students.
- Celebrating the success of students as often as possible.
- Offering praise in every lesson, referring specifically to how students are meeting our AGS virtues and classroom expectations.
- Using the positive recognition ratio of 5 to 1 in every lesson.
- Recording all rewards/sanctions on the electronic behaviour tracking system – Class Charts, to support our communication with parents, to support the tracking of the data and creating meaningful interventions by the Key Stage Directors.
- Following the SEND student passports on Class Charts.
- Knowing the students in front of them. Student profiles, including their academic level, are accessible on SIMS, Matrix, and Class Charts.
- Safeguarding concerns about individual students are passed on using CPOMs and will follow our safeguarding policy.
- Using the faculty referral system if a student's behavioral choice results in this consequence.
- Sending the student, with appropriate class work, to the classroom outlined in the faculty referral rota, displayed in each classroom.

Verbalising positive behaviour around school

Staff will amend or correct the behaviour of students whenever possible. The following guidance provides a script for staff to challenge and correct any behaviour issues whilst they are on duties during transition or break/lunch times.

<i>Staff should</i>	<i>Suggested language</i>
Define the issue – tell the student what they are doing wrong	X you are choosing to ... This is preventing you / other students from making progress/getting to lesson on time.
Restate your expectations. (link to virtues, what it means to be part of a community. If necessary link to our Policy of Positive Discipline where appropriate. Be specific about what the student should be doing.)	At Allerton Grange school we ... I expect...
Give student time to make the expected changes.	
EITHER Praise the improvement	Xxxx Thank you forPlease get to your lesson/break time etc.
OR Sanction the behaviour	X you are(state unacceptable behaviour) therefore you have a behaviour point.

² p245-246, *Running the Room*, Bennett T., John Catt Education

Explicitly teach the importance of academic integrity

We teach students the importance and value of producing and handing in work that is their own. To support students, make positive choices about the work they submit teachers and pastoral teams support students in the following ways:

- Educate students through whole year assemblies and within curriculum subject areas.
- The academic integrity policy is linked to the AGS virtue of responsibility and courage: students must have the courage to produce their own work as well as not allowing other students to copy from their work.
- The consequences of plagiarism and collusion are transparent and clear to students.
- Support on how to avoid plagiarism.
- JCQ guidance is linked to all KS4 and KS5 students, so that they are aware of the accountability by external bodies that regulate examinations.
- In KS4 and KS5 students are given guided practice on referencing to allow them to produce work which is their own.

Morning, break, lunch and after-school staff duties

Staff will contribute to a positive and safe school environment, and will support students by:

- Creating a culture of safeguarding by attending break and lunchtime duties and being on time.
- Creating a positive culture through acknowledging students through nonverbal communication such as smiling and verbal communication and through verbal communication by having appropriate conversations with students.
- Using the break times as an opportunity to interact with students to build positive relationships.
- Looking for positive behaviour – catch the students doing the right thing and comment, award achievement points on Class Charts where appropriate.
- Issuing Corridor Conduct behaviour points for students who are not following the Policy for Positive Discipline during transitions and break/lunch times.

Consistent Classroom Routines and Transitions

To maintain high standards and support a calm, orderly learning environment during lesson changeover, all staff are expected to:

- All staff meet and greet at the classroom door and do the same when students leave the classroom.
- All classroom teachers uphold our expectation that students enter the classroom in silence.
- Conduct a full uniform check as students enter and exit the classroom.
- Non-teaching staff to have a visible presence for the first few minutes of each lesson to encourage safe student movement
- Classes to be dismissed in an orderly manner – stand behind desks and wait to be dismissed
- Students should be encouraged to get to their next lesson as soon as they are dismissed.
- Standing by the door when students exit the room, checking on uniforms and insisting that students leave silently.

Break and Lunch Time

AGS staff will support students by:

- Upholding our rule that food and drink is consumed in the Cyber Café or Dining Hall only. No food is to be taken, or eaten, outside.
- Uphold our positive expectations that students sit appropriately in the Cyber Café or Dining Hall.
- Maximising the positive environment of our school by ensuring that food is never eaten in corridors or any carpeted areas, including the corridor connecting both dining areas. Food must not be transported between the Cyber Café and the Dining Hall.
- Ensuring that AGS students respect their peers by placing rubbish in the bins provided to keep the school a clean and tidy environment
- Ensuring that students keep to the designated outside area, to support our safeguarding culture. Students go outside once they have finished eating unless the year team deems the weather inappropriate to go outside.

Behaviour as a way of communicating

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. Although the consequences of their actions according to the Positive Policy of Discipline still apply, we will consider whether a student's misbehaviour may be linked to their suffering relating to safeguarding concerns. Where this may be the case, we will follow our child protection and safeguarding policy.

Parents/Carers - Roles and Responsibilities

Rationale: *By choosing to send your child to AGS, you are committed to upholding and supporting our Positive Discipline Policy and our Character Counts model. For your child to develop positive behavior traits and to excel academically, the home school agreement is fundamental.*

Building an alliance of support

The signature of the Headteacher, the student and parent/carer, represents a promise to uphold and support this Policy for Positive Discipline so that we can maximise the positive environment of school for colleagues and students and to ensure that all students are happy and thrive.

Class Charts Parent and Student App

All parents and students have been assigned a Class Charts account and are expected to access this regularly. This account gives parents immediate access to data specific to their child, including their timetable, attendance, behaviour and achievement points and homework deadlines. The Supporting Success Evenings in the autumn term for Y7 students offers support on how to access and use Class Charts and The Monthly Parental Lab will incorporate a training session on Class Charts, which will support parents to engage in this app.

Class Charts is also used as an active communication tool between home and school to notify parents and students of detentions and publish announcements relevant to each specific student. Parents can also use their account to notify the school of student absence, as an alternative to leaving a voice message on the absence phone line.

Boundaries and expectations at home

It is important that parents/carers set out the appropriate boundaries for students to interact positively with peers online and to intervene to prevent issues regarding mobile phones arising outside of school. Please read our mobile phone policy (Appendix F and G) for more details.

Students' Responsibilities

AGS students will support the Policy for Positive Discipline by:

Contributing to a climate for learning in every classroom

Rationale: *to maximise the amount of teaching and learning that happens in a classroom, it is important to create a climate where there is a smooth start to each lesson, and minimum disruptions. This climate is in part established by having clear expectations.*

Students will:

- Arrive at lessons on time, in correct uniform, fully equipped and ready to learn.
- Line up outside a classroom for the time that the lesson starts.
- Enter the classroom in silence and remain silent as the students, sit down at the designated seat, and unpack the equipment for the lesson.
- Follow the STAR expectations (see below for a more detailed explanation).
- Always work hard in class.
- Do their homework to the best of their ability and hand it in on time.
- Pack away and stand behind their desk in silence at the end of the lesson.
- Ensure that they reset the classroom and leave it neat and tidy. They will also ensure that they check their uniform, so that they look smart before exiting the room.
- Correct their uniform as they leave the classroom and respond politely to the teacher if they are asked to correct their uniform.

STAR Expectations

The classroom environment at Allerton Grange School necessitates learning, and our staff are committed to delivering a high quality of education for every student. To enable this, there are four expectations in place for students. These four expectations are summarised as our STAR expectations and are a mainstay in every lesson of every classroom of the school, in all year groups. By following the STAR expectations all students will experience the most effective learning environment, enabling all students to fulfil their potential in all subjects.

1. **Sit** up and listen
2. **Track** the speaker
3. **Ask** and answer questions like a scholar
4. **Respect** everyone.

Out of lessons

Rationale: *Our aim is to ensure that we have high expectations for all students and therefore want to minimise students missing learning through being out of lessons and the impact on other students learning through interruptions.*

Students must not be allowed out of a lesson without a valid pass. Any student without a **valid** out of lesson pass should be returned to lesson. Any student using an invalid out of lesson pass will be given a stage 1 detention. Medical passes need to be validated by the students assigned GP and the duration of the pass must be dated. Passes are reviewed by the pastoral teams on a half-termly basis. Students misusing the pass will be given a behaviour point for lack of integrity.

Transitioning around school

Rationale: *We are a large school community, and it is important that we keep everyone safe during lesson transitions. It is important that everyone in the community walks calmly and with purpose. This ensures that we maximise learning because students quickly get into lessons.*

We expect students to:

- Follow instructions from staff, **first time, every time**.
- Move to lessons as soon as the end of break/lunch time whistle sounds.
- Move to lessons/breaktime in their full uniform.
- Walk with pace and purpose to each lesson following the one-way system.
- Walk individually avoiding any physical contact (hand holding, linking hugging, hand greetings on corridors is not allowed as this slows down the movement of people and learning is lost).
- Be polite and respectful to staff and each other during all interactions as you walk around school.
- Pause in the corridor if a member of staff instructs a student to adjust their uniform, or any other reasonable request. Face the member of staff, give them eye contact, and will listen to the teacher and carry out the expectation.
- Walk, not run in the corridor
- Always wear full uniform and remove their coat upon entering the building.

Break and lunch time conduct

Rationale: *to ensure that all students and staff experience a pleasant environment. If students conduct themselves at break time according to the AGS virtues of responsibility and respect, then they will leave shared spaces in a clean and tidy manner for other students to use. Students are expected to think about the idea of 'passing it on'. Due to their actions at break/lunch time, what situation/environment have they left, which other members of our community will have to encounter?*

At AGS, students are expected to:

- Only eat and drink in the designated areas – Cyber Café and the Dining Hall.
- Sit at a table to eat, facing one another and talk at a reasonable and appropriate level.
- Sit one student per chair.
- Clear and tidy the table that they have been using and check if the space around is reset for the next students using the space.
- Put any litter on the table or the area they are sitting in the vicinity of.
- Reset the table they have been sitting at, so the table is neat and clean for the next student.
- Walk between areas of school with no food or drink.
- Refrain from taking any food or drink into the toilets.
- Respect the school building by placing all litter in the bin.

Use of the toilets

Rationale: *To ensure that students can access the toilets quickly and efficiently at break and lunchtimes, and to ensure that high standards of hygiene are maintained.*

At AGS, students are expected to:

- Queue in a neat line (one by one) outside the toilet, being mindful not to restrict the flow of people down the corridor.
- Wait for a teacher to give them permission to enter the toilet.
- Enter a cubicle one at a time. There will be behavior consequences for more than one student who enters a toilet.
- Use the toilet for its sole purpose. The toilet should not be used as a broader social space.
- Wash hands after use and leave the space as they found it.

End of school day

Rationale: *we are a large school community, and it is important that we support a safe and calm dismissal at the end of the school day to ensure all students leave the building in a safe and **orderly** manner.*

Student expectations at the end of the school day

To support a safe, calm, and respectful end to the school day, all students are expected to:

- Exit the building calmly and quietly following the one-way system.
- Not congregate outside student exists; siblings and friends must be met outside the school site.
- Leave all electronic devices in their bag until they are out of the school site (This includes outside areas of the school site). Mobile phones and air pods are only allowed out when a student has left the building.
- Have left the school site by 3.10 p.m.
- Remain with the appropriate teacher/safe adult if the student is attending an after-school club.

Uniform

Rationale: *A professional and consistently upheld uniform supports equality, promotes a sense of belonging, and contributes to a broader safeguarding culture at Allerton Grange School.*

1. Equality and Inclusion

Our uniform ensures that all students are treated equally, regardless of their background or socio-economic status. It removes the pressure of wearing branded or fashionable clothing and helps to reduce the potential for peer pressure or bullying related to appearance.

2. Fostering a Sense of Belonging

Wearing the Allerton Grange uniform helps students to feel a sense of pride and connection to the school community. It reflects our shared values and commitment to learning, while reinforcing the idea that every student is an important and valued member of our school.

3. Supporting High Standards and Professionalism

Uniform promotes a positive attitude to learning by setting a tone of seriousness and readiness. It encourages students to take pride in their appearance and to develop habits of discipline and professionalism that will serve them well beyond school life.

4. Enhancing Safety and Security

A clear and consistent uniform makes it easier to identify Allerton Grange students both on-site and during school-related activities in the wider community. This contributes to a safer school environment and enables staff to ensure that everyone on site is part of our community.

5. Practical and simple

Uniform simplifies the morning routine for students and parents by removing decisions about what to wear each day. It is practical, affordable, and suitable for learning, ensuring that students can focus on their education without distraction.

6. Prevents students from feeling pressure to present themselves in a sexualised way

By establishing a consistent and practical school uniform that all students are expected to wear, it minimises the risk of students feeling pressurised through cultural expectations - often influenced by social media and peer dynamics – that promote sexualised or inappropriate dress. These pressures can negatively impact a young person's wellbeing and, in some cases, may raise safeguarding concerns.

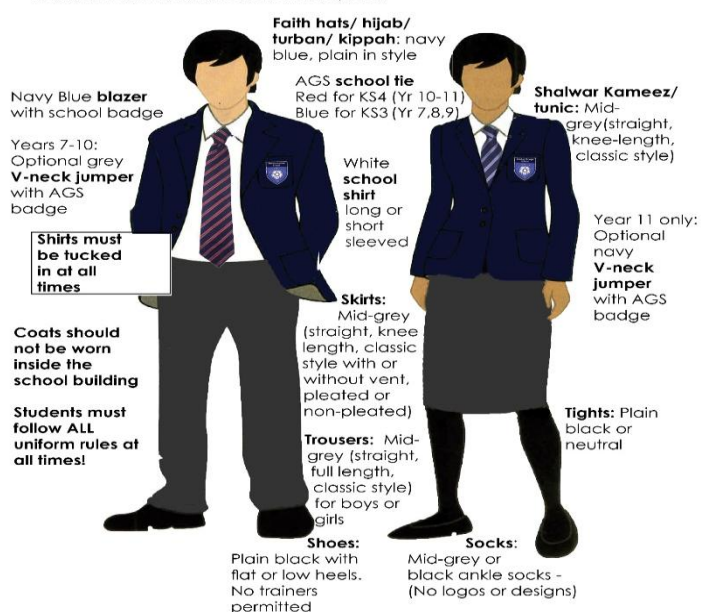
AGS Uniform

- The specific clothing expectations are outlined below, with relevant pictures.
- It is important to highlight that tube, tight skirts (sometimes called bandage skirts) are not allowed.
- The length of the skirt should be no more than one width of the hand from the kneecap to the bottom of the skirt. This includes the vent of the skirt.
- Students can use their own hand to measure the appropriate distance of the skirt or shorts to their knee.
- No jewelry other than plain, single, discreet studs, one bangle/band per hand and one plain ring per hand.
- One clear nose stud is permitted.
- Extreme hairstyles (as decided by the school are not acceptable e.g. hair coloring (natural hair tones only). Tram lines, in hair is also not allowed. Navy blue, plain hair accessories are the preferred style. Minimal make-up permitted in years 7-11 (as decided by the school).
- Long or short sleeved shirts must be tucked in and always worn with a tie.
- School and sports trousers must be worn around the waist. Undergarments must not be visible and wearing multiple pairs of trousers is not allowed.

Diagram of the AGS Uniform annotated with expectations

Allerton Grange School uniform

No jewellery other than plain, single, discreet studs, one bangle/band per hand and one plain ring per hand. One clear nose stud permitted.
Extreme hairstyles (as decided by the school) are not acceptable. e.g. hair colouring (natural hair tones only), tram lines, hair shaving (not below grade 3). Navy blue, plain hair accessories are the preferred style.
Minimal make-up permitted in years 7-11 (as decided by the school).
In the second half of the summer term, blazers and jumpers are optional. Long or short sleeved shirts must be tucked and always worn with a tie or students are permitted to wear their AGS branded PE kit to school on a daily basis.



Shoes

Plain black with flat or low heels. No trainers



In the second half of the summer term, blazers and jumpers are optional for students.

If the weather is abnormally hot in the summer term, the Headteacher has the discretion to allow students to wear the AGS PE kit. This will be announced in the weekly newsletter to parents/carers and students.

If a student arrives at school without the appropriate uniform students will be given school owned AGS uniform on loan and will be given a uniform behaviour point. If students are seen walking around school during transition wearing the incorrect uniform, they will be given a corridor conduct.

PE Kit

AGS branded shorts or skirt. These must be an appropriate length. Any short higher than mid-thigh length is not appropriate. Tight short hot pant styles are not allowed. Students must wear shorts that are age appropriate. A KS4 student wearing shorts, which are too small because they are ages 11-14 is not appropriate and students will be directed to wear spare AGS shorts.

AGS branded polo shirt

AGS branded socks

AGS micro-fibre long sleeved top (not pictured)

AGS branded jogging bottoms will be available for students in the winter months (not pictured)

Trainers (non-marking and clean for indoor activities)

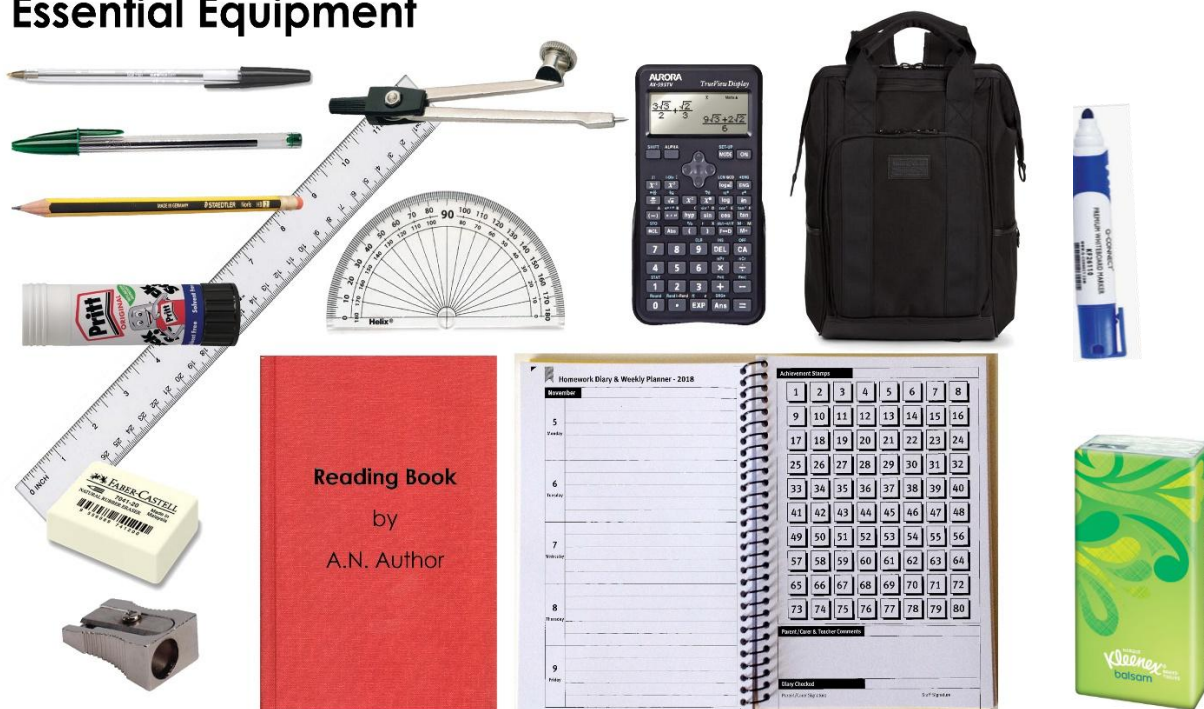
Football boots (compulsory for boys and girls)



On the days where a student has PE on their timetable OR is attending an after school sports club/event, students can arrive in their full AGS PE kit and wear it for the whole day.

If a student is found wearing jewelry that is not part of the PPD, the jewelry will be confiscated, handed to the finance office for safekeeping and the student will be allowed to collect this at 3.00 p.m.

Essential Equipment



Essential equipment for all lessons	Desirable items
Black and green pens (+ spare)	Coloured pencils
Pencil and rubber	Coloured pen
White Board Marker	
School Planner	Highlighter pen
Sharpener	
Calculator	
Scientific calculator, compasses and protractor for all Maths lessons	
Glue stick	
A4 size school bag	
Ingredients for Food Technology as/when required	
Tissues -If a student needs tissues, it is the student's responsibility to bring them to school.	

Organisation for learning

Student Planner

Every student will be issued with a planner at the start of the new school year. It will form an essential part of students' equipment and should be on the desk at the start of every form of time and the beginning of every lesson. The planner contains a mini-white board, which students will be asked to use as part of checking all-student responses. Failure to bring the Planner to school will result in an instant behavior point. Planners must be carefully maintained – any damage or graffiti to a Planner will result in a behaviour point and a £4.00 charge for a replacement Planner.

To support students to develop responsibility for their learning, students will be guided on how to use their planner to organize and prioritise their work. It is important that you support your child by using the planner as a tool to help support their organisation learning, to meet homework deadlines and plan effective revision.

Homework

All homework is set using Class Charts. This is an electronic diary, which can be accessed cross-platform, by both students and parents, either through a free phone app or online. Log-in details can be obtained by contacting your form tutor, head of year, or the main school office.

At AGS, we believe that rigorous homework can improve the knowledge and understanding of all students. We set homework that fits into one of the following three categories:

- 1) **Learning, consolidating and embedding.** Knowledge organisers, booklets and online resources used to support self-quizzing. Key substantive knowledge and subject-specific vocabulary **need** to be learnt and memorised by students.
- 2) **Reading and comprehension.** Additional reading practice and access to challenging texts is essential and will be supported and checked via formative assessment.
- 3) **Application and practice.** Completion of work started in class and additional tasks that deepen understanding and widen areas of interest.

From Year 10 onwards, students will also need to prepare for Pre-Public Examinations, which includes using various online revision platforms.

Expectations within the community

Rationale: *students should behave well in the local community because this is the right thing to do. The Character Counts Model highlights the importance of being a decent and active citizen who has a clear understanding of civic duty. Allerton Grange students are also expected to represent the school in a positive light and to ensure that each of their actions align with the AGS virtues.*

- Be respectful to members of the local community, to people who work in the transport sector and any other individuals that you encounter on your way into school
- Be responsible – show maturity and that you understand civic pride. Take your rubbish home, ensure that you are mindful of special awareness on pavements and crossings.
- Do not swear or use any derogatory language
- Do not take part, watch or film any form of anti-social behaviour (behavior likely to cause alarm, harassment, harm or distress to people or property).
- If students see any teacher or member of AGS staff outside of school, students are expected to treat them with respect, just as they would in school.
- Students must respect our safeguarding culture by never bringing anyone onto the school site without the school's knowledge or permission.

Student conduct on trips

Rationale: *To keep all students safe, students must demonstrate the expectations of them outlined by our outside of school code of conduct (Appendix K). It is also important that students exhibit positive character traits as they are ambassadors for our school.*

All day and residential trips will have elements of remote supervision. For instance, on residential trips students will have periods of time in which they are in their rooms getting ready for the day etc. and it would not be appropriate for staff to be present. Students must behave with the same positive choices as they are expected to make at school.

If a student chooses to misbehave on any trip beyond the school grounds, the AGS staff have the authority to sanction the student appropriately according to the PPD. Unless a child's well-being is harmed in any way, parents will not be contacted about a student's poor behaviour or the consequences on the trip. This will be dealt with when the students and staff return to school.

Any consequence will be in line with our PPD, proportionate and fair. The likeness of harm and impact on the school's reputation and the potential consequences is always a guiding principle when making decisions.

When students join AGS they will be expected to sign the student trip code of conduct. This acknowledges that the Policy for Positive Discipline applies (Appendix K).

Rewards and Recognition as part of the Policy for Positive Discipline

Rationale: *We understand that students thrive when they are in a positive environment. Whilst we set high expectations for students, we also strive to create a happy climate that recognises hard work. Our policy positively promotes the many and varied successes of our students, encompassing recognition for hard work, contribution to the school community, attendance and good behaviour.*

The AGS matriculation:

Year 7 matriculation: this is the formal process of entering our school community for all Year 7 students on their first day of their first academic year. Head students from our sixth form and KS4, and our AGS staff body lead a celebratory communal gathering, welcoming students into our school community. We emphasize that students are the custodians of our AGS community and that they are part of the broader AGS family.

Year 10 matriculation: this is the formal process of entering the AGS Senior School on their first day of the new academic year. Head students from our sixth form and from Year 11, together with our staff body lead a celebratory communal gathering, welcoming students into the Senior School. It is an opportunity to highlight our achievements as a year group and look towards excelling in the two crucial years of **students'** AGS GCSE journey.

In class: Students will earn achievement points for consistently following the school rules and demonstrating AGS virtues. Additional achievement points can be given for specific instances of good work, good citizenship and extra effort.

Out of class: Achievement points will be awarded in recognition of specific instances that contribute positively to our school community. Ad-hoc achievement points will be given by Senior Leadership when they witness specific examples of positive behavior.

Achievement points are cumulative.

Postcards

Managed by Curriculum Teams and Year Teams, these will be awarded half termly to the hardest working/most improved student in each curriculum and year group. Students can hand these into their form tutor in response will put a postcard achievement point on Class Charts.

Virtue stamps

At break and lunch times members of the pastoral team on duty will stamp a student's planner if the student is being seen to demonstrate a positive behaviour choice, which meets one of the four AGS virtues: respect, responsibility, courage and ambition. Students can show these stamps to their form tutor in registration, who will then record this on Class Charts as an achievement point.

Assemblies:

Assemblies are mapped out across KS3-KS5 as part of our broader personal development programme, where students encounter inspirational stories of people, places and events, which highlight the importance and purpose of the Character Counts model, AGS virtues, British values and that we are all custodians of our vibrant and diverse school community. They are also fantastic opportunities to celebrate the achievements of our students. We have several different awards and certificates, which are presented at assemblies.

Zero Heroes: students who have 100% attendance and have achieved no behavior points in three consecutive weeks.

The Allertonian Spirit Award: students who have consistently demonstrated AGS virtues over half term.

The Character Counts Award: A student who has shown significant effort in improving their behavioural choices.

The Ethic of Excellence Headteacher's Award: is presented to students to recognise their excellence in any area of school: behaviour, attendance, attitudes.

Allertonian Ambition Award: to recognise students who have set a goal and have striven to achieve this. The award could be for academic ambition or ambition in an extra-curricular capacity.

Termly Rewards Assemblies

This is a special assembly for each year group at the end of each term. Certificates and awards represent all aspects of school life, not just academic success. Each certificate will qualify for entry/entries to the prize draw. The prizes will vary according to each year group and depend upon what the focus has been for that term. Annual awards ceremonies also take place, the principles of which include most improved student attendance, behaviour and academic progress. Rewards will be a regular item on Student Council Agenda.

Whole year group celebratory events

All students are invited to a rewards fun event before the Christmas holiday. These are inclusive of all students who have demonstrated the AGS virtues and who have supported the Policy for Positive Discipline. For students who have achieved an outstanding number of achievement points, they experience an additional VIP experience, to acknowledge their hard work.

Personal Development to support our Policy for Positive Discipline

Rationale: *We support students to understand what it means to be an Allertonian, based on the Character Counts Model, and giving back to their community. This also supports students having a transparent understanding of our Policy for Positive Discipline.*

Our Character Counts model offers a range of personal development opportunities, which supports students to develop positive character traits.

We explicitly teach and model expected virtues and behaviours through our Character Counts behaviour curriculum in pastoral times. This models what is expected of positive character traits. We also teach British Fundamental Values through our PHSE programme, which is a legal responsibility of all UK schools to teach. (Appendix B).

Head Students

Year 12 and Year 10 students can annually apply for the opportunity to be on the respective Sixth Form and Senior School leadership team. This will involve supporting the school on events such as the September Year 7 first day and Open Evenings. The application criteria are not just the most academic students, but also students who demonstrate the Allertonian spirit and uphold our Character Counts Model.

Lead Learners: Students in Y8-Y11 are invited to apply for a **Lead Learner** position, linked to a curriculum area, which is a prestigious, year-long role. The application process is formal and competitive. Students must submit an application form and will be shortlisted based on the following key criteria, which reflect the core attributes of a Lead Learner.

- Attendance: High Levels of attendance that reflect reliability and commitment.
- Attitude to Learning (Classwork): Demonstrating consistent effort, engagement, and a growth mindset in lessons.
- Attitude to Learning (Homework): Completion of homework to a high standard and on time, showing independence and responsibility.
- Attainment
- For Key Stage 3: Curriculum Attainment Indicator
- For Key Stage 4: Predicted Grades across subjects.
- Virtues Level: Demonstrating a high level of the AGS Virtues, as outlined in our Character Counts Model.

Lead Learners play a vital role in promoting their subject and enriching the wider school experience.

School Council

The School Council is an asset in communicating student voice and taking responsibility for students' comments, wishes and outcomes within school. There must be equitable student representation and be valued as a positive resource within the school.

Members are recognised by their Student Council badges identifying them as individuals with passes to each POD area to reinforce the trust and value that goes with this position. The Student Council meets regularly during tutor time, and other times, as identified by an appointment card. They take an active role in the interview recruitment process for teaching staff within the school.

Anti-bullying Ambassadors

The Ambassador Scheme is a student-led initiative to convey the message that we have zero tolerance on bullying across our school. This team (identified by their badges) meets every half term to share ideas and best practice on how to continue stamping out any bullying at Allerton Grange. Students are invited to apply, each academic year, when a new team is created. This gives more opportunities for a diverse range of young people to bring new ideas.

Extracurricular Activities

Students across all year groups are actively encouraged to join in the varied range of After-School Clubs on offer. Just a few examples are Spectrum (LGBTQ+), Chess, Music, Drama, Crafty Mindfulness and various sports activities.

Community Engagement

We aim to deliver projects which are set up to build positive relationships between our young people, not just in school but also across our local community. Our students assist with road safety initiatives and provide support with activities at our feeder Primary Schools, such as our reading intervention programme.

Enrichment Trips

Throughout the year, students will take part in events/trips to widen their knowledge beyond the classroom

Enrichment Curriculum

During KS3 all students engage in a fortnightly enrichment activity of their choice to develop their soft skills and enhance their personal development. Each term students select an activity from one of the following strands: creativity, commitment and community. This helps students try new activities, develop new hobbies, and form relationships with others outside their friendship groups. Students are then recognised for their skill development in rewards assemblies.

Recognition

Achievement Points

Achievement points for positive behaviour, including uniform, 100% attendance and punctuality. A scale of accumulated points for effort and academic achievement. Phone calls and postcards home.



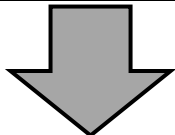
Weekly Awards

Celebrations in assemblies and recognition of students through the weekly awards for academic, extracurricular and positive behaviour choices.



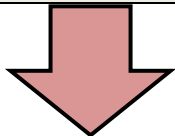
Half termly Assemblies

Recognition of success and achievement through the Ethic for Excellence Award given exclusively by the Headteacher in each year group per week.



Termly Rewards Assemblies

There is a termly celebratory awards assembly which recognizes students' behavior and positive choices.



Annual Awards Evening

Annual Awards Presentation Evening includes curriculum awards, special recognition awards and Key Stage/Year Team awards.

Consequences for breaking school rules and code of conduct

Rationale: *Through our transparency of the Policy for Positive Discipline and the modelling of behaviour through our Character Counts model, AGS students are aware of the expectations and consequences of their behavioural choices. Part of our Positive Policy for Discipline is ensuring that students accept responsibility for their actions and reflect on how they can continue to grow as people. When establishing a consequence for students' behaviour, the key question always is whether conduct has caused or risks harm to learning and the learning environment or others whom students must respect.*

As a consequence of breaking a school rule, a negative behaviour point will be logged on Class Charts. For example, poor punctuality (to school and/or lesson), lack of equipment, disruption in lessons, incorrect uniform, unruly corridor conduct etc.

In Class

Organisation for Learning:

- If a student enters the classroom in the wrong uniform they will be given a uniform behaviour point.
- If a student enters the classroom and is not silent, they will be given a ready for learning behaviour point.
- If a student does not have the right equipment at the start of the lesson, the student will be issued an equipment behaviour point.

Negative behavioural choices:

- Unacceptable behaviour will result in a verbal warning from the teacher.
- If behavior does not improve, a final warning will be given and a behaviour point will be logged on Class Charts.
- Continued unacceptable behaviour will result in a further behaviour point and the student will be removed from the classroom to within the faculty for the remainder of the lesson. Work will be provided.
- Failure to comply with the faculty referral, or further disruption, will result in the student being escorted to the Isolation Room by our 'on call' team, where they will remain for the remainder of the school day.

Summary of the AGS stages of classroom discipline:

Teacher	Consequence
1. Verbal warning given and the reason	The student has the opportunity to adjust their behaviour and make positive decisions, which will support themselves and the students to learn.
2. Highlights that the student has continued to be off task/disruptive etc and issues the student with a behaviour point.	The behaviour point is recorded on class charts.
3. Continued poor behaviour – the teacher provides the student with work and the student is instructed to enter another classroom following the faculty referral policy.	The student is removed from the lesson and goes to another lesson. The faculty is recorded on Class Charts.

Academic integrity

Students are taught the importance of submitting their own authentic work, which they know is due to their own hard-work and ability. If students do not follow our policy of academic integrity there are specific behavior consequences.

Plagiarism (cheating)

We define plagiarism as cheating and any student from KS3-KS5 can be found to have been responsible for plagiarism if they do the following:

- Using ideas/words/work of an author or academic in a piece of work and not referencing them.
- Copying other students work
- Cheating by using AI to create their work.
- Running their work through AI software to correct mistakes.
- Deliberately trying to find the questions/answers to any assessment beforehand.
- Copying/cheating in any test both within the class or during an assessment.

Sanctions

Plagiarism/Cheating/Collusion incident	Consequence
4. First time offence of plagiarism or collusion in classwork/homework/in class assessment.	Teacher records plagiarism/collision on Class Charts. SLT detention.
5. Repeat offence of plagiarism or collusion: classwork/homework/in class assessment	Meeting with parents and Key Stage Director. One day in isolation.
6. Cheating in external examinations: NEA or standardised examinations.	Case referred to the exams board, by the exams officer. After investigation, the examination board makes a decision about the validity of the student's exam and their credibility to pass. Meeting with the Headteacher to discuss the outcome and decide on an appropriate school sanction.

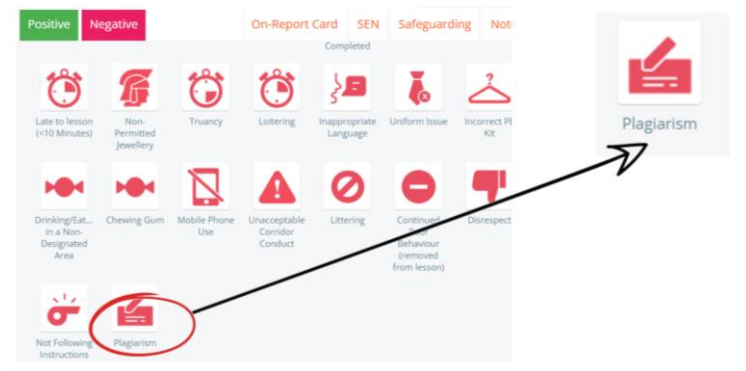
Collusion

We define collusion as a student who allows another student to copy their work. It is important that students take responsibility for their own work and that they strive to prevent another student copying their ideas and work.

There is a clear system of consequences, which escalates according to the severity or instances of plagiarism and collusion.

Recording instances of plagiarism/cheating/collusion

Plagiarism icon on Class Charts, which is set on 'Add Note', which is compulsory. This is to ensure that the context of plagiarism is recorded.



Consequences for students not completing homework

When students do not submit home learning by the deadline, students will be sanctioned with a behaviour point on Class Charts. This behaviour point runs separately to our current stage 1/2/3 system. If a student misses ten home learning pieces within a four-week period across any subject, this will result in an automated e-mail/letter to parents/carers, advising them that they have reached this threshold.

Reaching this threshold will result in students being booked in to four weeks of compulsory after-school supported study (once per week). These sessions will be used to support them in catching up and completing the missed work, whilst also creating better habits with homework completion.

Supported study sessions run in I1 and I2 on Thursdays, between 15.00-16.00:

- Year 7/8/9 (KS3) – Thursday (I1)
- Year 10/11 (KS4) – Thursday (I2)

Should students fail to attend these sessions and accept the support being offered, then this will escalate to after school detentions within our behaviour system, with a Stage 2 detention for each missed study support session.

Bullying

Bullying is a massive breach of our Character Counts Model and our commitment that as a school community we exhibit the AGS virtues. The consequences of bullying are outlined in our [Anti-Bullying Policy](#)

Detentions

Stage 1

- If a student accrues 4 behaviour points within a 5-day school week, this will result in a Stage 1, 30 minute after-school detention being issued on the next available Monday.
- Failure to do this will be treated as non-attendance and escalated to Stage 3 90-minute SLT detention on Wednesday.
- If a student cannot attend a detention due to commitments outside school, confirmation from the parent/carers must be submitted to the head of the year, who will rearrange the detention for the following Monday.

Stage 2

- If a student accrues 6 behaviour points within a 5-day school week, this will result in Stage 2, 60 minutes after school detention being issued the next available Monday.
- If a student cannot attend a detention for any reason, it is their responsibility to contact their Head of Year, before the end of the day, to ask for the detention to be rearranged for the following week. Failure to do this will be treated as non-attendance and escalated to Stage 3.

Stage 3

- If a student accrues 8 behaviour points within a 5-day school week, this will result in an after-school detention on the next available Wednesday.
- At Stage 3, students will be issued with a 90 minute after-school detention supervised by a member of the senior leadership team (SLT).
- This is the final opportunity for students to show that they are willing to comply with the Allerton Grange Policy for Positive Behaviour before serious escalation occurs.
- Two 90-minute SLT detentions in a half term results in reflections room day until 16.30.
- Students who choose not to attend a Stage 3 SLT detention are demonstrating that they do not wish to comply with school rules and, therefore, will be dealt with extremely seriously. Any student who chooses not to attend a Stage 3 SLT detention will serve two days in the Reflections Room until 16.30.

Stage 4

- If a student accrues **10** or more behaviour points within a 5-day school week, this will result in a full day in the **reflections room**. Please see Reflections Room protocol.

Around School

The form tutor will check uniform at the start of each day, and issue uniform behaviour points for any student who is not in the appropriate uniform. If students choose not to wear the full and correct uniform once, they have left form and have transitioned around school that the consequence escalates:

If or uniform standards are not met as students transition around school, students will be given a Senior Leadership Conduct detention at lunch time, either for the same day or the following day.

Students will also be given a Senior Leadership Conduct lunch time detention if they choose to transition around school during lesson change over or break/lunch times, which is inappropriate or anti-social and therefore jeopardies the peace, disruption free learning commitment of our school and or the safety of other people in the community. This includes, loitering, standing in communal spaces blocking transition, shouting, jostling, play fighting and other incidents, which are up to the professional judgement of staff.

Serious breaches of the school rules, any action that demonstrates anti-social behaviour or code of conduct will be investigated, and sanctions will be personalised depending on the context. This could include isolation, fixed-term exclusion, or being educated elsewhere.

A member of the Leadership Team will be on duty, throughout the day, to deal with emergencies that cannot be resolved through normal procedures and could impact on the health and safety of others in the school.

Punctuality

Punctuality is a crucial habit for students to cultivate. It demonstrates respect for others, fosters self-discipline, and ensures academic success. By being punctual, students can make the most of their time, avoid missing important information, and develop a strong work ethic that will benefit them throughout their lives. A behaviour point will be issued for every late to school on a morning and every late to lesson. A Late Gate system is in operation every morning, overseen by a member of the Senior Leadership team, to ensure lateness and behaviour points are logged accurately.

Truancy

If a student deliberately misses their learning, this is recognised as truancy. This is a serious offence as it constitutes a safeguarding concern. If any student has deliberately missed a lesson by more than 10 mins, the sanction is one day in the AGS reflections room.

To ensure that the Year teams can monitor the truancy and support students to engage in lessons this is

logged and tracked on Class Charts using the following icons.

Tuancy 1: Between 10-20 mins late to a lesson due to loitering or deliberately avoiding going to the lesson.

Tuancy 2: Walking out of a lesson without permission resulting in a student unattended and a safeguarding breach.

Tuancy 3: Avoiding the whole lesson by either concealing themselves in school or missing the lesson by going off site.

If there is any subsequent trancies the isolation day will be conducted at an external local school in order to secure the safeguarding of the young person involved.

Exiting school

Any anti-social behaviour, which includes play fighting, pushing, shoving and throwing water on students, screaming and any other behaviours which, disrupts the peace and safety of the wider school community, that occurs as students exist the school jeopardies the safety of the whole school community. This will result in a day in the reflections room.

Consequences for poor behaviour choices outside of school

Outside of school the student is a representative of Allerton Grange School and therefore should not engage in any conduct that could bring them or the school into disrepute. This applies equally to when students are on trips and supervised by AGS staff in our community.

The school has the right to sanction any behaviour which either brings the school into disrepute of undermines the safety and wellbeing of any members of our community, irrespective of where the behaviour occurs.

Inappropriate Language

Any student overheard using offensive, foul or inappropriate language (including swearing or homophobic/racist comments) will receive a behaviour point. Serious concerns will be referred to the relevant Head of Year, who may contact parents or escalate the sanction given, if deemed necessary. Should any behaviour in school be deemed a hate crime, the police will be involved.

Toilets

Blocks of toilets are always open and accessible before school, during break, during lunch and after school. Only students with a **medical diagnosis**, that can be **evidenced by a doctor**, will be allowed a medical pass. The medical passes will be reviewed on a half termly basis, so that the system works efficiently and is fair.

After School

All students are expected to have left the building by 15.10. Exceptions to this are students attending detention, after-school activities, session 7 lessons or intervention classes.

Confiscation

School staff have the authority to confiscate, and retain, any item a student brings in to school that is not permitted or deemed dangerous/illegal. Items of significant value, that are not illegal or dangerous, will be confiscated and retained in the school safe. Items considered illegal or dangerous will be handed over to the Police. Energy drinks are not conducive to learning and, as such, not permitted in school. Any energy drink, or drink containing excessive sugar content (more than 10g per 100ml), brought into school will be confiscated and disposed of.

Break and Lunch detentions

For students on an enhanced behaviour protocol, or instances of poor conduct around school social times, a break/lunch detention protocol is in force, led by the Senior Leadership Team, and will be utilised accordingly.

Joint Enterprise

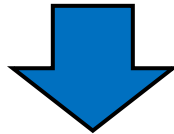
The legal doctrine of Joint Enterprise (definition below*) has shaped our Policy for Positive Discipline. If a student chooses to watch/observe anti-social behaviours such as fighting, shop lifting, bullying, in which they could have left the scene to reduce their involvement, this will be taken very seriously and the school will sanction according. Depending on the impact of the specific events and the contexts, sanctions will range from a day in the reflections room, suspensions and even a time period at an alternative provision.

*Joint enterprise is legal doctrine where multiple individuals can be held liable for a crime, even if they didn't directly commit it, if they had a common purpose to commit the offense and foresaw that their associate might commit the crime (UK Parliament website, <https://bills.parliament.uk/bills/3550>).

Consequences

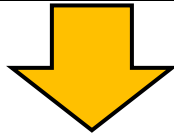
Stage 1 Detention

30 minutes after school every Monday with the Year Team Coach. Failure to attend will escalate it to a Stage 3 90 minute detention on a Wednesday.



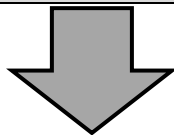
Stage 2 Detention

60 minutes after school every Monday with the Year Team Manager. Failure to attend will escalate it to a Stage 3 detention.



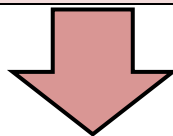
Stage 3 Detention

90 minutes after school every Wednesday with the Senior Leadership Team until 16.30.
Failure to attend will result in 2 days in the Reflections Room until 16.30.



Reflections Room

Our Reflections Room is used as a result of: a student accruing 10 behaviour points in one school week, the escalation of consequences for a one-off serious incident, or for a failed faculty referral, or as deemed necessary/appropriate by the Year Teams. Serious behaviour is managed by year team leaders and can result in immediate reflections room for the rest of the day, a full day, or several days, depending on the individual circumstances.



Suspension

In certain circumstances which are safeguarding related, failing our Reflections Room may result in being booked in at another school's internal reflections room or a suspension from school. One off incidents of a serious nature, depending on the severity, will result in a suspension from school. Examples include fighting, physical violence, verbal abuse, bringing in an illicit item to school....

Reflection Room

The Reflection Room is the final consequence prior to suspension and very serious, therefore, the regime is rigid. A full day in isolation will be operational from 08.50 – 15.00 Monday to Friday. This will be extended to 15.30 or 16.30 if the Reflection Room rules are not followed.

Reflection rules are as follows:

- No talking
- No leaving your seat
- No turning around
- No being off task
- No heads resting on desks

A warning system is in operation for pupils who do not follow the Reflection Room rules

- One warning results in the period of being in the Reflections Room extended by 30 minutes to 3.30pm
- Two warnings result in the duration of being in the Reflections Room being extended by 60 minutes to 4.00pm
- Three warnings will result in a failed Reflections and a subsequent Isolation issued for the following day, which will not finish until 4.00pm. The remainder of the failed isolation day will still be spent in the Reflections Room
- Failure of the subsequent Isolation will result in an Reflections Room day being booked in an alternative location.
- Failure of the Reflections Room at an alternative location (necessary due to safeguarding reasons) will result in a day's fixed term suspension from school. A return to school meeting will follow and a further day in isolation completed until 4.00 pm. Students will not return to lessons until a successful isolation is completed.
- Alternative locations are used when necessary for safeguarding purposes only.

Students may remain in the reflections room until 4.00 pm, if an incident affects the health and safety of other school members, or if an incident is considered serious.

- Space is limited – maximum 20 students at any one time.
- Students will be booked in advance as an alternative to a Fixed-Term Suspension or for serious one-off breaches of inappropriate behaviour.
- On occasion, we can refer students to spend time in another local school's Reflections Room, if deemed necessary for safeguarding reasons.
- The rules are clear and on display. Students write out the rules when they first enter the Reflections Room so they are aware of the expectations and consequences to choices made during the day.
- Resources will be available and managed by our Reflections Room Manager and Coach.
- Students returning from a fixed-term suspension automatically serve a day in Isolation until 16.00 before going back into circulation.
- SLT will conduct learning walks in the Reflections Room on a daily basis.
- Students in the Reflections Room will have lunch delivered in a grab bag; Orders for grab bags will be taken in the morning. Students can bring a packed lunch if they choose.
- Supervised toilet breaks are in operation.

Intervention

Students not wearing correct uniform will be dealt with immediately

Form tutors will identify those students not wearing correct uniform and send them to the Progress and Welfare Team. A call home will be made to see if the correct uniform can be brought in. Students will remain out of circulation; therefore, issues need to be resolved as soon as possible the same day. Failure to wear or bring in accurate uniform will result in students wearing clean uniform and footwear from our school stock.

Referrals to multi-agency workers

All incidents that involve potential criminality could be referred to the police and/or social services. A restorative justice approach will automatically follow the sanction. This may include community service and/or a meeting at the Police Station, where Parents/Carers will be asked to accompany their son/daughter.

Damage to school property

Any student act which results in damage to property, that incurs a cost to the school, will be charged to the Parent/Carer. An invoice for the due payment will be sent home. Should payment not be forthcoming, it will be pursued by the Local Authority. In addition, the perpetrator will spend a full day in our Reflections Room. Any damage should be reported to Behaviour and Welfare teams.

Anti-Social Behaviour outside of School

The year team will investigate any reported misbehaviour, displayed by our students travelling to and from school, and relevant parents/carers will be notified. Depending on the nature of the incident, and if the students involved are wearing an Allerton Grange school uniform, consequences may be applied. If necessary, it will also be referred to the police.

Stop and Search

School staff have the right to search a student if there is reason to believe that he/she is in possession of items that are not permitted in **school or** items considered illegal and/or dangerous. Two colleagues will be present when the search is conducted. Ideally, at least one colleague should be of the same gender. If a crime is about to be, or has been committed, the police will be contacted. Risk assessments are produced for students who are searched regularly on an ad-hoc basis. Wands are used to detect prohibited and/or dangerous items.

Dangerous Items

Possession of a bladed article or anything deemed as a dangerous weapon in school will result in an immediate 5-day suspension in the first instance. This will be followed up with a parent/student meeting with the Headteacher where next steps will be confirmed. The next steps will include adhering to a risk assessment and regular searches using a wand.

Intervention

If a student does not respond to the sanction process within school, he/she will be placed on a behaviour intervention. Please refer to the Waves of Intervention Ladder.

Enhanced Behaviour Protocol

There are occasions where, with additional support, a young person may need an opportunity to re-engage with learning. This means, for a period of time, a tailored set of rules will apply to this young person in order to encourage progress. When this occurs, the protocol will be agreed with the student, Parent/Carer, Progress and Welfare Manager and the Headteacher. These temporary arrangements will be communicated to colleagues who teach that young person, for it to be a consistent approach. This protocol can be triggered at any time during the consequence process.

Suspensions

In instances of a one-off severe nature, or where our consequence process fails to have effect, a student can be suspended from school for a fixed-term of 1 to 5 days. Classwork will be provided, and the student must stay at home during this period. For more detailed information, please refer to the Department for Education 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including movement' September 2023.

Governors support process

Allerton Grange School has a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Allerton Grange School and for parents/carers and students who do not support the AGS PPD system.

The different stages are as follows:

- GSP stage 1 – Written Warning
- GSP stage 2 – Governor Meeting.
- GSP Stage 3 – Full governor's panel.

This is aimed at supporting the student and parent to make positive behavioural choices and interactions, which will support our school deliver a positive climate for learning and for all students to thrive. Where behaviours continue beyond this point, a Secondary Inclusion Panel (SIP) may be used to support. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered.

Waves of Intervention Ladder

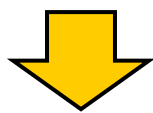
Wave 1 – Universal (Year Coach) 4 Reflections Room encounters

Parental meeting	Intervention Questionnaire	Homework club
Target setting	Specific intervention by type	Progress report
Regular check ins	Referral to SEND	Coach support in lessons
Talking mats	Strategic seating plan	



Failure of Wave 1 → Wave 2 – Targeted (Year Manager)

Parental meeting	Class change	Identify suitable enrichment
Set clear objectives	Small group work	Progress report
Referral to Cluster	Problem solving	Address gaps in learning
Early Help plan		
Pupil Passport generated		



Failure of Wave 2 → Wave 3 – Specialist (Leader/Key Stage Director)

Parental meeting	Enhanced behaviour protocol
Appropriate referrals (Social Care/Safe Task Force/Forward Leeds)	Supportive coaching on regulation
	Educational Psychologist referral
	Progress Report
Alterations to the curriculum and/or school day	Target setting

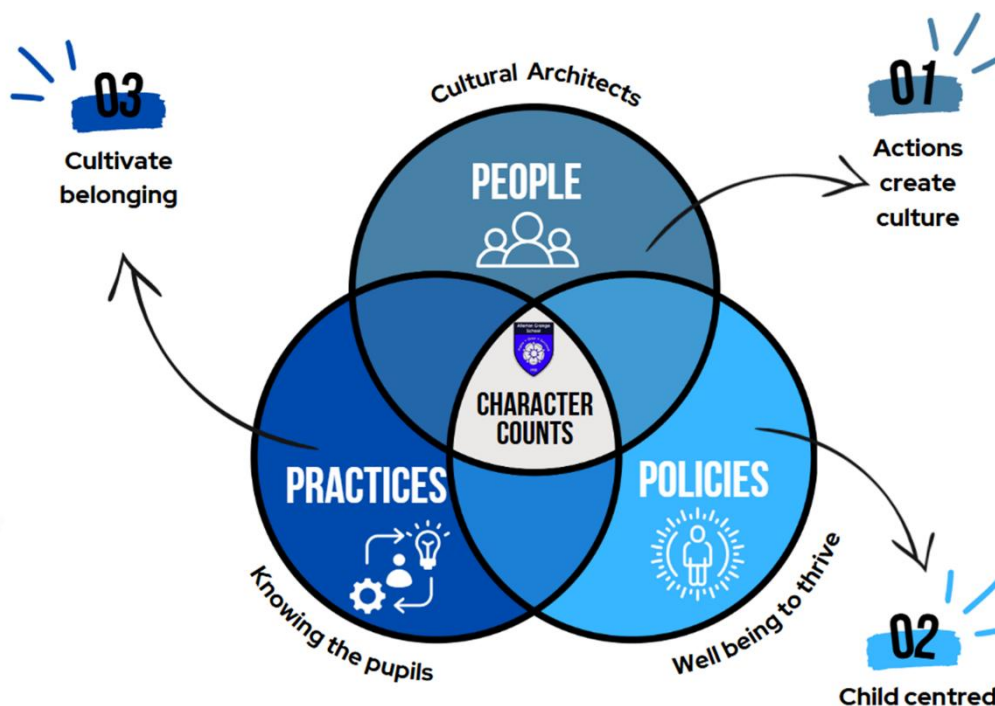


Failure of Wave 3 → Wave 4 – Headteacher/Deputy Headteacher/Senior Leadership

Parental communication	Possible referral to SEMH Panel
Referral to the AGS internal Alternative Provision for KS3 students. If students do not show progress at review meetings and the student is unable to reintegrate into school, an Offsite Direction will arise.	
Key Stage 4 – Offsite Direction, to an external Alternative Provision or another local Secondary School.	

Appendices

Appendix A: The Character Counts Model



"Character is doing the right thing even when no one is watching."

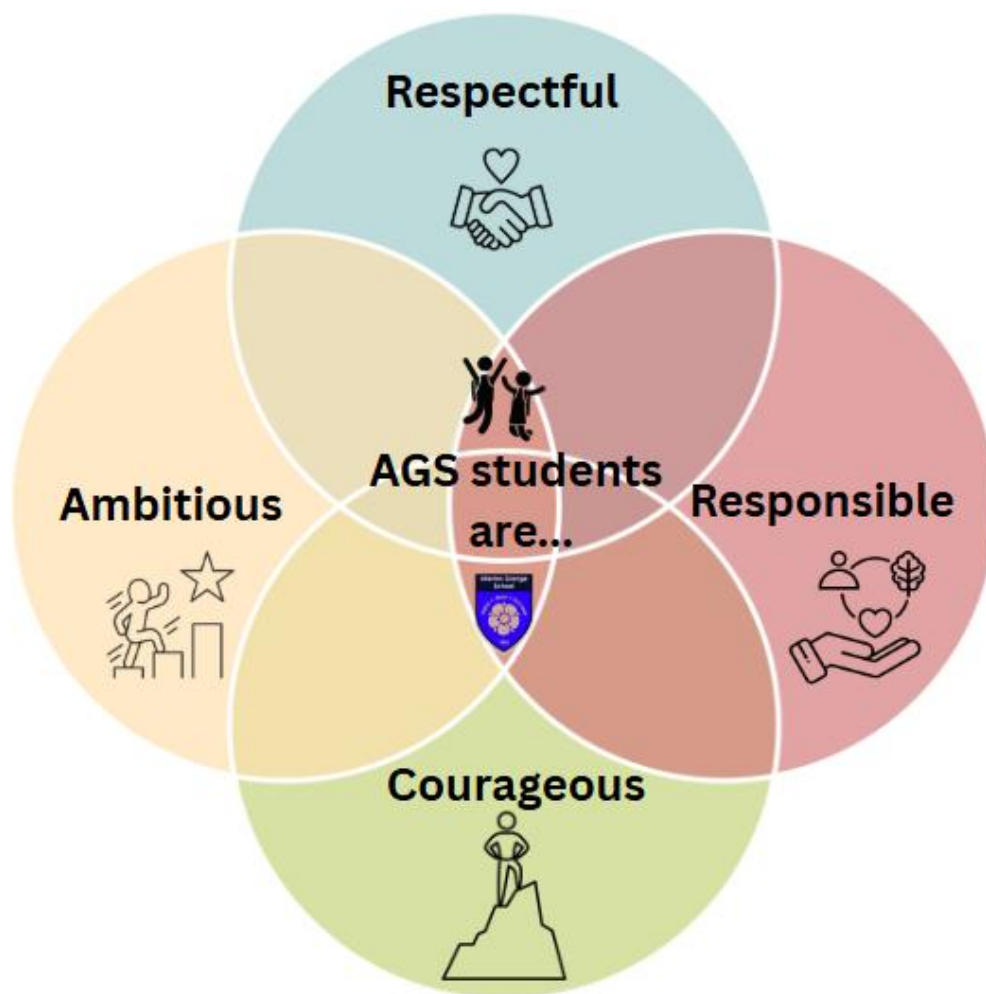
AGS Character Counts Curriculum

We have high expectations and are determined that all students will achieve their academic and personal potential. These expectations aim to inspire, motivate and challenge young people to be the best that they can be and prepare them for the responsibilities, opportunities and experiences life offers.

We focus on developing character, building confidence and teaching the importance of positive character traits. We do this through several ways:

- We explicitly teach and model positive character traits through our character counts curriculum, which is delivered in year group assemblies and form time.
- We integrate the importance of our character counts model through our careers curriculum, which extends from KS3-KS5.
- Teach and uphold an expectation that AGS students demonstrate our virtues both in the classroom, in extra curricula and enrichment opportunities and within our community of Leeds.

Appendix B: AGS virtues:



Appendix C: Reasonable Adjustments

Where a child, or young person, is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and review, as required under the Equality Act 2010.

Any behavioural adaptations for students will be reviewed and approved by Micheala Child (Assistant Headteacher) and Kate Moore (deputy Headteacher). To support students' development and academic achievements, parents and students will be expected as part of the Policy for Positive Discipline to meet with the Pastoral team on a termly basis to review the students' ability to meet the AGS behavioural expectations. Parents and students will be required to embrace and support our behaviour ladder approach: an incremental and adapted approach to support students make progress in their positive behaviour choices and to maintain high expectations for all our students.

Students protected under the Equality Act 2010 include those with a diagnosis such as Autistic Spectrum Condition, ADHD, and Cerebral Palsy. Disabled students may be placed at a substantial disadvantage in accessing education if reasonable steps are not taken. This often will involve just an extension of the flexibility and individual approach that we will always show to our students.

Examples include:

A student with a diagnosis of ASC, a pervasive and lifelong disability that may impact on the understanding of social rules and behaviours - resulting in confusion and anxiety.

Reasonable Adjustment: An Out of Class pass to enable the student to take a break from the lesson in our designated safe space – SEND Hub

A student with Cerebral Palsy who requires use of the school lift and is regularly late to lessons due to this.

Reasonable Adjustment: Early Exit pass allowing student to move to next classroom before the corridors become busy and arrive at next lesson on time.

Toilets

Blocks of toilets are always open and accessible before school, during break, during lunch and after school. Only students with a **medical diagnosis**, that can be **evidenced by a doctor**, will be allowed a medical pass.

Appendix D: Student Support

- Non-teaching professionals, on hand from 08.15 – 16.15, to support students, parents and teachers
- 'Open door' approach
- An anti-bullying protocol, which is reviewed annually to maintain effectiveness
- 'safe@allertongrange.com' email address to report concerns anonymously
- Emphasis on developing positive relationships within school and the local community
- Clear and proactive 'Policy for Positive Discipline' (PPD - Behaviour Policy)
- Enhanced behaviour protocol and intensive support for behaviour intervention
- High expectations of all
- High aspirations for all
- Consistent application of the PPD across the school to support pupils' learning and behaviour in the classroom
- Staff highly visible – meet and greet, duty teams for before break/lunch and after school
- Class Charts live positive and negative recognition that is immediately communicated to parents via the Class Charts App
- Negative behaviour points reset to zero every half term to give ALL students a fresh start and a better chance of success. Cumulative points will still be stored.
- Rewards System (certificates, phone calls/postcards home, trips, the Ethic of Excellence Reward (given exclusively by the headteacher) assemblies with prizes.
- Reflective approach/mediations used when appropriate
- Parental support and contact (early intervention)
- Attendance, Welfare and Admissions Manager – home visits when attendance/punctuality concerns arise
- Student Ambassadors
- Senior Leadership Team linked to Year Groups 7 to 13
- ARM Cluster Referrals for External Agency Support to access student counselling, family support etc.
- Designated safeguarding lead plus 6 qualified child protection officers
- Educational Psychologist referrals
- Pupil passports to support the needs of SEND pupils.

Appendix E: Allerton Grange School No Smoking/Vaping/Energy Drinks Policy

Introduction

The Health Act 2006 created an offence of smoking within a smoke-free place. All buildings, the whole site within the perimeter of the school fencing, all school buses, and other transport related to Allerton Grange School, are designated as no smoking zones.

Process

Any student who is discovered to have smoked on site is taken to our Behaviour and Welfare Team. Students must hand over their cigarettes, lighter, electronic cigarette, vape or shisha pen. Failure to do so will result in Isolation until 16.15 that day or being sent home. A parental meeting will follow the next day. Any student seen with an energy/high sugar drink will have it confiscated and disposed of. Excessive sugar intake or a sugar rush can significantly affect behaviour and ability to learn.

Rationale:

- *To stop the student smoking on school grounds.*
- *To establish if the student wishes to stop smoking so support can be put in place.*
- *To inconvenience the student by confiscating vapes/cigarettes. This costs the students money.*
- *To establish how the student obtains vapes/cigarettes.*
- *To work with parents to reduce the opportunity for the student to purchase vapes/cigarettes i.e. funding limits, Parent Pay for school meals.*
- *The risk of smoking on school grounds will be high for students because they cannot afford to lose their vapes or limited cigarettes.*
- *Taking the students vapes/cigarettes will cost them heavily, therefore reducing the risk of repeat offending.*
- *To prevent vast intakes of sugar, which has a detrimental effect on behaviour and the ability to concentrate.*
- *To prevent the damage large amounts of sugar have on teeth.*
- *To promote and encourage a healthy lifestyle to all our staff and students.*

Appendix F: Allerton Grange Substance Misuse Policy

Allerton Grange School is fully committed to the duty of care and safeguarding of its students. Therefore, in any instance of a student suspected **of being under the influence** of an intoxicating substance, the following procedures are undertaken:

- A judgement is made by three members of the Substance Abuse team (one of which is from the relevant year group), ** as to intoxicated state of student
- Recorded in Substance Abuse log as Amber or Red.

Amber: Admittance of being in possession of but not under the influence

Action: Withdrawn to the Isolation Room and monitored. A suspension of 2-5 days will be given, based on the volume and category of the drug. If an excessive amount has been found or this is not the student's first time of misuse, a decision will be made at the school regarding further escalation of the PPD.

Red: Agreed as under the influence of an intoxicating substance.

Action: Searched by an appropriate member of staff. Parents asked to immediately remove student from school under Health and Safety regulations. The student will be suspended depending on the context of the substance misuse (volume and category). If a student is found to be under the influence of an intoxicating substance for a second time. A Parenting Contract will be created and an agreed plan of action, as follows:

- Reporting to Year office on arrival
- Monitoring sheet for attendance in class
- Report to Year Team at end of break, lunch and the school day.
- Access to support for substance abuse
- Review process agreed at contract meeting according to individual cases

Any intoxicating substance found, will be recorded in the Substance Record log (including method of disposal). SLT to be informed. Any further action taken to be agreed by the Headteacher
Any alcoholic substance to be washed or flushed away by Substance Abuse Team. Cannabis or other drugs to be held in the safe in the Finance Office and disposed of within 24 hours.

NB: Any parental contact will be in conjunction with child protection and family history information held by the school.

Supplying an illegal substance

In the event, a student is suspected **of being in possession or supplying** an illegal substance:

- Student to be withdrawn to year/key stage office for further investigation.
- Searched by two appropriate adults.
- In the event of sufficient evidence to suggest supplying (amount of illegal substance found) /valid witness statements, which corroborate, or equipment and/or substantial amount of money not accounted for, parents will be informed and the student excluded from school for a fixed period of 5 days in the first instance.
- The Headteacher will be informed and make a decision on next steps.
- Further police action may follow.

Substance Abuse team to consist of:

- Sarah Whittingham, Assistant Headteacher responsible for Safeguarding
- Kate Moore, Deputy Headteacher responsible for Behavior, Attitudes and Culture
- Steve Fidler, Assistant Headteacher/Key Stage 3 Director
- Natalie Drew, Assistant Headteacher/Key Stage 4 Director
- Jordan Macrow, Assistant Headteacher/Key Stage 5 Director
- Designated Safeguarding Lead – Ruth Rowbotham
- KS3 Progress and Welfare Leader – Leanne Hosty
- Inclusion and Interventions leader – Casey O'Reilly

Progress and Welfare Managers:

- Year 7: Connie Wright
- Year 8: Steve Lomas
- Year 9: Ruth Davis
- Year 10: Glenn Williams
- Year 11: Elliot Mahoney

Appendix G: Mobile Phones/Smart Watches/Headphones/Electronic Devices

The use of mobile phones, by students in Years 7 to 11, will not be permitted anywhere inside or outside the school building. This protocol applies to mobile phones/air pods/headphones/electronic devices.

The use of mobile phones/headphones/ and electronic devices for Sixth Form students is restricted to the common room only. Failure to comply will also result in a confiscation. Sixth Form students will be allowed to collect their own phone at the end of the confiscation.

Mobile phones/headphones/electronic devices are brought into school at students' own risk and must be **switched off** before entering the gates of the school site. If any student is seen with a mobile phone or headphones, smart watch or electronic device on the school site (inside or outside), or if it is heard, it will be confiscated (along with the SIM card). The only exception to this rule is where a senior member of staff has given permission for a student to use his/her mobile phone. This would only apply in truly exceptional circumstances.

All students can collect their confiscated item from the Finance Office after 16.00 at the end of the school day.

Students refusing to hand in their mobile phone/headphones/smart watch/electronic device(s) for confiscation will serve a day in the Reflections Room.

If a student is caught with their mobile phone out on the Allerton Grange School site (inside or outside the building) then a phone call will be made to the family, and the phone will be confiscated that day until 15.00. If the student is caught with their mobile phone out from 14.00-15.00, the student's mobile phone will be confiscated until 16.00 and the student will be supervised in the library until this time.

There may be times where a child has to use a mobile phone, without permission, for reasons of safeguarding or a highly personal nature. In these circumstances, the student should notify a member of teaching staff and appropriate support will be made to allow communication to occur. If this protocol is not followed and the student uses the device for exceptional reasons the confiscation of the mobile phone will be at the discretion of the Headteacher.

NB: Mobile phones/headphones/smart watches and electronic device use for Sixth Form students is restricted to the common room only. Failure to comply will also result in a confiscation.

Appendix H: Mobile Phones, Electronic Devices and Headphones: Acceptable Use Guidance

The following information relating to acceptable use has been retained in this policy as guidance for parents/carers/students OUTSIDE of school hours.

Rationale:

*The widespread ownership of mobile phones among young people requires that school administrators, teachers, students, parents and carers take steps to ensure that mobile phones** are used responsibly at school. This Acceptable Use Policy is designed to ensure that potential issues involving mobile phones** can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.*

Allerton Grange School has established the following Acceptable Use Policy for mobile phones** that provide teachers, students, parents/carers guidelines and instructions for the appropriate use of mobile phones** **outside** school hours.

Students, their parents/carers must read and understand the Acceptable Use Policy as a condition upon which permission is given to bring mobile phones** to school.

The Acceptable Use Policy for mobile phones** also applies to students during school excursions, trips and extracurricular activities, both on the school premises and off-site.

Parental/carer responsibility: it is the responsibility of the parent/carer to set appropriate boundaries and behavioural expectations about the appropriate use of mobile phones outside of school. Should the parent/carer become aware of any illegal activity on line, it is their responsibility to report this immediately to the police. The school will not become involved, in mediating or disciplining students over the use of social media outside of the school day unless it is negatively affecting students within the school day, if a such as bullying or poses a safeguarding risk, then the PPD system will apply and appropriate action in school will be taken.

Rationale: *Travel to and from school and working parents presents challenges when it comes to communications. The school recognises that personal communication through mobile technology is an accepted part of everyday life and that such technologies need to be used well.*

Personal safety and security

Our school accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting to and from school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

Responsibility

It is the responsibility of students who bring mobile phones** to school to abide by the guidelines outlined in this document.

The decision to provide a mobile phone to a child/ren should be made by parents/carers. It is the responsibility of parents to understand the capabilities of the phone** and the potential use/misuse of those capabilities.

Parents/carers should be aware if their child takes a mobile phone** to school. It is assumed household insurance will provide the required cover in the event of loss or damage. The school cannot accept responsibility for any loss, damage or costs incurred due to its use.

Parents/carers are reminded that, in cases of emergency, the school reception/office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any relevant way. Passing on messages through school reception also reduces the likelihood of disrupting lessons inadvertently. This is the only method of contacting your child whilst they are in

Acceptable Uses

If brought to school, mobile phones** should be switched off and kept at the bottom of the student's school bag.

Students should protect their phone numbers by only giving them to close friends and keeping a note of who they have given them to. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

Unacceptable Uses

The Bluetooth function of a mobile phone must be switched off at all times and not be used to send images or files to other mobile phones.

Using mobile phones** to bully and threaten other students is unacceptable. Cyber bullying will not be tolerated. In some cases, it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.

It is forbidden for students to "gang up" on another student and use their mobile phones** to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones** to photograph or film any student or member of staff without their consent. It is a criminal offence to use a mobile phone** to menace, harass or offend another person – almost all calls, text messages and emails can be traced.

Theft or damage

Students who bring a mobile phone** to school should leave it locked away in their locker/bag when they arrive. To reduce the risk of theft during school hours, students who carry mobile phones** are advised to keep them well concealed and not 'advertise' they have them.

Mobile phones**, that are found in the school and whose owner cannot be located, should be handed to front office reception.

The school accepts no responsibility for replacing lost, stolen or damaged mobile phones**, neither in nor travelling to and from school.

It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones** should not be shared.

Inappropriate conduct

Mobile phones** are banned from all examinations. Students are expected to hand phones** to invigilators before entering the exam hall. Any student found in possession of a mobile phone during an examination, will have that paper disqualified. Such an incident may result in all other exam papers being disqualified.

Students with mobile phones** must not engage in personal attacks, harass another person, or post private information about someone else using SMS messages, taking/sending photos or objectionable

images, and phone calls. Students using mobile phones to bully other students will face a sanction in line with our anti-bullying strategy. *[It should be noted that it is a criminal offence to use a mobile phone** to menace, harass or offend another person. As such, the school may consider it appropriate to involve the police.]*

Students must ensure that files stored on their phones** do not contain violent, degrading, racist or pornographic images. The transmission of such images is a criminal offence. Similarly, sending or distributing/sharing 'nudes' – which is the sending of personal sexual imagery – is also a criminal offence.

** includes other electronic devices and head/earphones.

Appendix I: Allerton Grange USG Strategy



Allerton Grange School

USG (Urban Street Gang) Strategy

April 2024

Strategy Author: Sarah Whittingham, Assistant Headteacher

This strategy should be read in conjunction with:
Allerton Grange Policy for Positive Discipline (Behaviour Policy)
Allerton Grange Child Protection Policy

Rationale: *The purpose of this strategy is to provide a safe and secure environment for all students, staff and visitors at our school. The strategy outlines our approach towards addressing gang culture and sets out our commitment to promoting a culture of respect, diversity and tolerance.*

Definition of Gang Culture: Gang culture refers to any group of individuals who engage in illegal or anti-social activities, such as serious violence, intimidation, threats, drug abuse, and theft. This strategy seeks to address any form of gang-related activity within our school community.

Prevention:

1. **Education:** The school will provide education to students on the dangers of gang culture, including its impact on their education, future prospects, and the wider community. Speakers will come in to deliver specialist, age appropriate assemblies. Appropriate resources will be prepared and included in our PSHCE curriculum.
2. **Intervention:** The school will establish intervention programs where professionals conduct one to one sessions with vulnerable students, guiding them on positive behaviour and lifestyle choices. The school will work with other local schools and the Police to identify students linked to gang affiliation or at risk of becoming linked. Students causing concern will be placed on a matrix and colour coded red, amber and green according to the level of risk. When necessary, parents/carers will be invited in and a risk assessment produced in order to minimise risk within our school community. Parents/carers and students will be asked to sign and adhere to the risk assessment. This will likely involve random searches of those students causing concern. All searches on young people will be logged and records retained, including the purpose of the search. Searches will be conducted by two colleagues, one being the same gender as the student. This is to protect the wellbeing and safety of the young person being searched.
3. **Outreach:** The school will work with local community organisations and the Police to support outreach programs that prevent gang recruitment, raise awareness of the consequences of gang involvement and provide alternative opportunities for young people. The school is working with a Community Tackle It Project who specialise in mentoring students coded amber and red. The school also has access to an Education Inclusion Mentor, part of the national government SAFE taskforce, who will deliver one to one sessions with targeted young people coded green.

Response:

1. **Reporting:** Students, staff, parents/carers and visitors within our school community are encouraged to report any suspicion of gang-related activity to the school via email, telephone or CPOMs. All reports will be investigated, and appropriate action will be taken, which may include involving the Police and/or Social Services. Posters and resources will be displayed around the school.
2. **Discipline:** Any student found to be involved in gang activity within or outside the school premises will be subject to consequences in line with our Policy for Positive Discipline (school behaviour policy). This is likely to be a suspension and/or other measures deemed necessary to safeguard the school community. Risk assessments will be produced and adhered to for identified students. Any gang related intelligence will be shared with the Police.
3. **Support:** The school will provide support to students who may be at risk of gang involvement or affected by gang activity. This may include counselling, mentoring or referral to external support services. Parents/carers can also be signposted for support. Some helpful links are

attached to this strategy.

Communication: The school will communicate this strategy to all students, parents/carers, staff, and visitors through induction programs, school newsletters, and the school website. The strategy will be reviewed annually and updated as required.

Conclusion: This strategy reflects the school's commitment to providing a safe and secure environment for all members of the school community. By working together, we can prevent and address gang culture and promote a culture of respect, diversity, and tolerance.

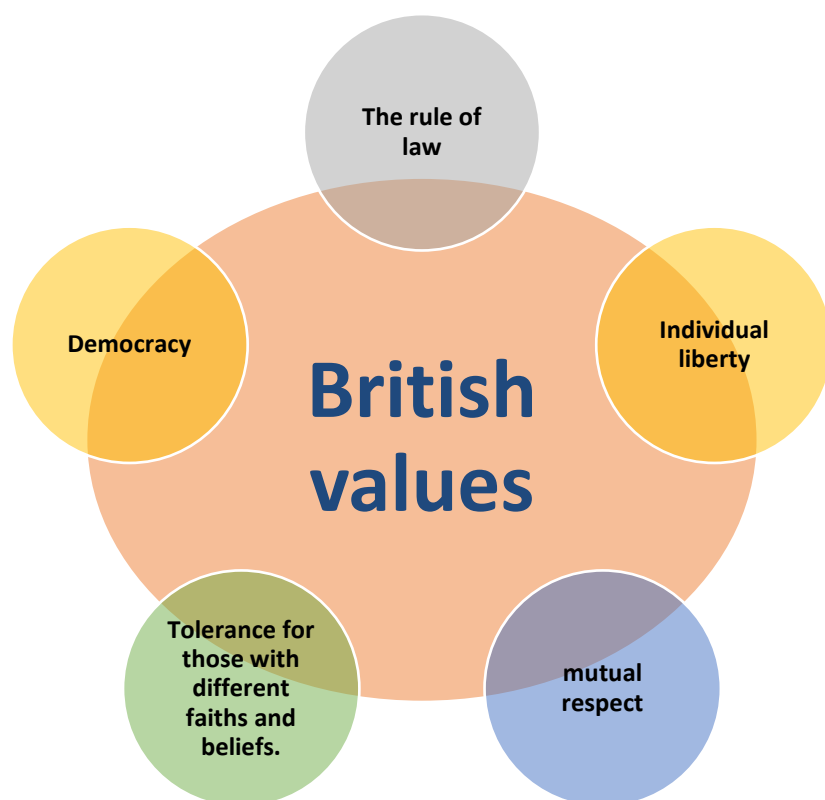
<https://crimestoppers-uk.org/fearless>

<https://cfydc.org.uk/causes/gps-gang-parents-support/>

<https://www.familylives.org.uk/advice/teenagers/behaviour/gangs>

Appendix J: British Values

Schools are legally responsible for teaching students these British values.



Appendix K

Educational Visits Behaviour Code of Conduct

- Students should always behave in a respectful and safe manner, on school trips, as they are representing Allerton Grange School at all times.
- Students should always abide by the safety instructions outlined by staff.
- On residential visits students must not enter any bedroom other than their own and must not leave their bedroom after the time specified by staff.
- If students are given unsupervised free time they must not go anywhere on my own, they must stay with at least one other student, and not go beyond the agreed points.
- Students must not bring, attempt to buy or use any illegal drugs, alcohol and vaping or smoking products whilst on school visits.
- If mobile phone use is permitted, students must use their phones sensibly and put them away or on silence when requested to do so by staff.
- Students must not take photographs of anyone without their permission.
- Students must take responsibility for looking after their possessions, including money.

Please also be aware of the following:

- Residential trips will involve times of remote supervision. Students are expected to self-regulate during these times and behaviors appropriately following the PPD and the Allerton Grange School Virtues.
- For residential visits students and parents/carers must sign the specific code of conduct for the visit.
- Where student's behaviour does not meet these expectations, sanctions may be put in place on the students' return to school.
- Whilst parents/carers will be informed of behaviour concerns this may not be until after the staff and students involved on the visit have returned to school.
- Sanctions and parent/carer contact may not take place immediately as investigation into students' conduct may first need to take place- this could take up to and including 5 school days.
- If a student's actions are deemed serious enough to put them or others safety at risk, as decided by the visit leader, then a parent/carer may be expected to come and collect students, from the visit, at their expense.

Appendix L: Staff Responsibilities

Stakeholders – Strategy overview	Kate Moore, Deputy Headteacher
Curriculum – PHSE	TLR holder Monisha Mahoney Anna Guilder (Maternity Cover for Monisha Mahoney from October 2025- TBC)
Personal Development – Assemblies	Key Stage Directors
Safeguarding – Students and Staff	Sarah Whittingham Ruth Rowbotham Steve Lomas Kate Moore
Police Intelligence Portal	Sarah Whittingham
Liaison with external agencies	Sarah Whittingham Ruth Rowbotham
Policy for Positive Discipline update	Key Stage Directors Sarah Whittingham
Duties/Intervention Expectations	Senior Leadership Team