

BEHAVIOUR POLICY

Distribution: Teaching staff
Support staff
Governors
Parents

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Owner: Headteacher

Behaviour Policy

Compliant and considerate behaviour is critical to create the safe school and a nurturing learning environment which Aldworth School strives to be. This policy outlines the principles, protocols and practices which form the basis of the behaviour management system of the school.

INTRODUCTION

Aldworth School aims to create citizens who are considerate, kind and respectful of others. The behaviour policy outlines how the school will respond to incidents which fall short of our expectation. Young people learn in ways other than academic at school and this policy outlines the approach to helping young people define and improve their sense of personal responsibility.

The underlying principles of behaviour management are clear guidelines for students and staff, consistent approaches and providing support for students who have ongoing behaviour difficulties.

Whilst there are a range of rules in Appendix 1, the key principles of behaviour can be outlined in 'The Law' below, a mere three rules:

1. Do not disturb the teaching and learning.
2. Show respect, responsibility and kindness to all.
3. Follow all reasonable instructions without question.

Parents agree to supporting the behaviour policy by sending their students to Aldworth and the school expects parents to back the decisions of the school which are in accordance with this policy.

CLASSROOM BEHAVIOURS

A staged system is used to manage low level disruption. Clear defiance of an instruction involves the defiance procedure overleaf.

In classrooms students will be given a scaled approach to behaviour which gives students clear warnings and a series of consequences which are consistent across classes and teachers. This process is for low-level disruption; however, a teacher can jump in at any stage if the behaviour is sufficiently serious.

STAGE ONE First warning: students are given a verbal warning by the teacher, nothing is recorded and it is an attempt for students to recognise and amend their behaviour.

STAGE TWO: Final warning: students' names are recorded on the board and they are likely to find their name included in the SLT black book and are likely to be spoken to by an SLT member.

STAGE THREE: Classroom punishment: should a student ignore the warning the teacher will impose a classroom sanction, this may be moving seats, staying after class, an email home. Should a student reach this stage, two lessons in a row, they are likely to be put on departmental report.

STAGE FOUR: Departmental punishment: if the student continues to disrupt then at this stage the student will be removed to another class with some work. They may be placed on a departmental behaviour report if this stage is reached a second time by the same student.

STAGE FIVE: Detention: if the student continues to misbehave then they will be set an after-school detention.

STAGE SIX*: If a student continues to disrupt, or refuses to work then they will be removed from the lesson and will be kept out of the rest of that lesson and possibly further lessons that day.

*any student who is removed from more than one lesson a day will be isolated with SLT for the remainder of the day.

OUT OF CLASS BEHAVIOURS

Teachers will use their professional judgement in line with the above to manage students whose behaviour falls below expectations in breaktimes or around the school. Individual sanctions will be applied in line with Appendix 3.

ONGOING BEHAVIOURS

The school has an escalating range of consequences of sanctions for students whose behaviour is repetitive and corrosive to the teaching in the class. Alongside these there is a similar suite of supportive/therapeutic approaches. The escalation of support and sanctions are available in Appendix 2. The school reserves the right to respond to any incident at any point within the scale, or offer support of any nature if it is deemed appropriate.

Incidents which happen beyond, between and across classes are likely to be dealt with by the pastoral team initially and will be triaged by the team who will assign the severity of the situation and in which scale it sits. The behaviour triage scheme can be found in Appendix 5.

DEFIANCE STRATEGY

Schools and other institutions function on a shared understanding of behaviours and compliance to rules. If students fail to follow a reasonable instruction (THE LAW, rule 3) it seriously undermines the authority of the school and is unacceptable.

The defiance strategy will be used with any student who blatantly and wilfully refuses to follow the reasonable instruction of any member of staff.

Procedure

1. Student refuses to comply with an instruction.
2. Staff member labels the behaviour as defiance, e.g. 'Are you defying me?' and the student has one more chance to comply. If the student then complies then there is no consequence.
3. Should the student continue to defy the request, on-call will be requested and they will be taken out of the lesson and kept in isolation for the remainder of the lesson. Should the student refuse to leave the lesson then they are likely to be excluded for double defiance. Should the defiance happen at breaktime, the teacher will inform the student that the procedure will be followed.
4. The student will be called or accompanied to a detention for an hour, that night. Parents will be informed by text message. Failure to arrive at detention is likely to result in an isolation the following day.
5. Should the student feel that the detention is not deserved they have the right to appeal to an SLT member only on one of the following points: the instruction wasn't clear, the instruction wasn't reasonable, a warning wasn't given. There are likely to be no further discussion with students or parents around any other issues if all these conditions were met. The SLT member's decision on the matter is final.
6. Students with regular defiance issues will be escalated up the support and sanction scale.

SANCTIONS

The school will attempt to address behaviours without resorting to sanctions unless they feel they are absolutely necessary. In line with the law, detentions can be set by teachers and parental permission is not required before they are set. Apart from the defiance detentions the school will aim to give 24 hours' notice of a detention. Should a parent refuse to support a detention then the school reserves the right to exclude that student for defiance.

Internal exclusions, external isolations and internal isolations will be used as an alternative to exclusions where possible. Reciprocal arrangements are in place with partner schools and students with ongoing issues may find themselves spending some time at another school in isolation as an escalation of consequences.

Whilst a policy cannot anticipate every scenario there is a chart in Appendix 1 which indicates the school's likely response to an incident and should be used by parents to set their expectations following an incident.

The school reserves the right to sanction students appropriately and will endeavour to investigate thoroughly any major misdemeanours. Parents do not have the legal right to refuse permission for a child to do a detention. Should a parent choose not to support a detention, the school is likely to be forced to issue an isolation or fixed-term exclusion in lieu of the detention and inform the governors of the parents' refusal to support the school.

The school will only discuss a sanction applied to a student to that student's parents/carers. The school will not discuss with the other parties in an incident the consequences for other people's children.

SEARCHING STUDENTS

The school reserves the right to search students where there is reasonable suspicion that they may be concealing banned items. This would include

- drugs, alcohol, tobacco, vapes or any associated smoking paraphernalia.
- phones
- pornography
- offensive weapons or items which could be used in such a manner
- stolen items
- large amounts of cash or high value items that have no reason to be in school
- fireworks
- any items likely to be used for vandalism

Searches will usually take place in the presence of two members of staff, however in urgent situations it is permissible that they are conducted by one member of staff. During a search students will be asked to empty their own bags and turn out their own pockets. Staff members will only conduct a physical search of any bag once the student has declared it empty themselves. Staff will not physically 'pat down' or otherwise touch a student in the course of a search.

Should a student not agree to a search then parents and/or police will be called in to conduct a search. Where a student refuses to be searched and absents themselves there will be an assumption made that the student was in possession of the banned item and will be sanctioned accordingly.

Return and disposal

Smoking items, fireworks, pornography or items for vandalism will be disposed of by the school.

Weapons, drugs and illegal pornography will be surrendered to the police.

Stolen items will be returned to the owner where possible. Large amounts of cash, phones or other expensive items will be returned to the parents.

USE OF REASONABLE FORCE & PHYSICAL CONTACT

It is acknowledged that as part of teaching some subjects require some physical contact with students; teachers will only touch students in 'safe' areas (i.e. shoulders) as a form of positioning in subjects like PE and Dance.

Reasonable force should only be used in extreme situations. The school follow the national guidelines and students will only be restrained where they are presenting a danger to themselves, others or property. There will be no physical intervention unless it meets this criteria.

POWERS TO DISCIPLINE OUTSIDE SCHOOL BEHAVIOURS

The school retains the right to discipline students when they are on their way to or from school or otherwise representing the school by committing anti-social behaviour in school uniform. Where the behaviour outside school (including on social media) impacts on students, the school or its staff this behaviour will come under the power of the school. It is recognised that incidents of bullying usually take place on social media and off school premises however the school considers these issues part of its safeguarding responsibilities and will intervene and sanction where necessary.

EQUALITY ACT COMPLIANCE

The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and treats seriously any prejudicial language or actions against students or staff with protected characteristics. When investigating incidents and deciding consequences the school will consider the influence of any identified special education needs in line with the equality act; these will be considered as 'mitigating factors' when making decisions to allow for their difficulties.

POWER TO DISCIPLINE

The headteacher authorises all adults who are paid by the school to discipline children. Where a serious incident occurs it will be referred to the Head of Year, Head of Department or SLT in order to decide on a sanction level beyond a detention or community service.

ALTERNATIVE CURRICULUM

Students whose behaviour consistently disrupts others and where traditional sanctions are not working will be offered an alternative curriculum. This is most likely to be within Pathways. Support will be variable according to need but may include temporary respite, respite during identified lessons, full Pathways provision, Pathways provision with some external support or external support with Pathways oversight. Students who fail to manage the Pathways provision are likely to be referred to Ashwood Academy.

APPENDICES

1. School Rules
2. Support and Sanctions
3. Behaviour consequences
4. Description of Sanctions
5. Behaviour triage

APPENDIX 1

School Rules

Punctuality: Students are considered late if they arrive at School after 8.40am. Students should not arrive before 8.00am. If students arrive after 9.00am report to reception to sign in. Students who are late twice or more in one week will be put into detention by their tutor in the first instance.

Dress and Appearance: The school uniform (as detailed on the website) is to be worn fully and correctly. Students to fail to arrive in the correct uniform are likely to be kept out of lessons until correctly attired. Should there be a genuine uniform problem the parents should phone pastoral support prior to the child arriving at school to explain the problem and the likely resolution date.

Respect: Always show respect to all. This is shown in the way we speak to and treat others around the school.

Jewellery and Makeup: The only jewellery allowed at School is a watch and one stud earring per ear. In Physical Education lessons and in PE extra-curricular activities, studs and watches may not be worn. This applies to both boys and girls. No visible body piercing including tongue piercing. Makeup must be minimal. Gel or acrylic nails are not to be worn and natural nails must be of an appropriate length.

Valuables: Large sums of money and valuables must not be brought to the school. Money and articles of value must not be left in the cloakrooms, changing rooms or classrooms. It is your responsibility if these are lost or stolen. The school will not investigate matters if such items are lost or stolen.

Mobile Phones: Any mobile phone, music payer or headphones seen or heard during the school day will be confiscated. Parents will have to come to collect the phone from reception. The school reserves the right to hold phones for a number of days for repeat offenders. The school accepts no responsibility for the loss or damage of such items if brought into school. Staff may allow students to use their phones in a lesson to support learning where appropriate.

Damage: All breakage of windows and other damage to the school buildings must be reported to a member of staff. Parents will be asked to contribute to the cost of damage if deemed deliberate or the result of negligence.

It is not permitted

- To bring chewing gum to school, or to eat during lessons.
- To eat in corridors between lessons or at lunchtime. Food will be disposed of if seen.
- To smoke or to bring smoking or drug related paraphernalia, matches, lighters, vapes or any other smoking related materials to school.
- To bring alcoholic drinks or illegal substances to school.
- To bring to school any sharp implements such as darts and knives (including penknives or utility knives).
- To bring to school any items that could be considered a weapon including catapults, air pistols or BB guns.
- For students to leave the school premises during the day without permission
- To bring laser pens into school.

- To engage in any form of physical or verbal aggression at any time.
- To use inappropriate language in or around the school before, during or after the school day.

APPENDIX 2

CONSEQUENCES	SUPPORT & DEVELOPMENT
Warning	
Final warning	
Moved seating	
Removal to buddy	
Breaktime detention	
After-school detention	
Community service	Restorative conversation
SLT detention	HoY/HoD meeting
Isolation	Report (department or whole school)
Extended isolation	Parental POP meeting (department or whole school)
Extended isolation	Therapeutic/SEN interventions
Extra-school isolation	Response agreement
Exclusion	Final Steps contract
Managed move	Ashwood outreach
Pathways Provision	Alternative curriculum
Permanent exclusion	Ashwood

APPENDIX 3 – Behaviour Consequences

The 'likely consequences' may be altered in the light of mitigating or aggravating circumstances – this is at the discretion of the school and the decision of the school is final in such matters. An offence which is ordinarily a fixed-term exclusion may be commuted to a Headteacher's detention if it is a first offence and deemed 'out of character'; this is at the Headteacher's discretion however and it should be assumed the more serious sanction will be applied. Internal exclusions will be used in situations where an extremely serious consequence is needed, but where practical, pragmatic or safeguarding reasons make it a more appropriate sanction.

OFFENCE	Detail	Likely Consequence
Use of a weapon	Any situation where a student uses, or wields, an implement with the threat of violence	Permanent exclusion Fixed term exclusion Ashwood referral
Violent Behaviour	Any incident where a student engages in a physical act with the intention to hurt another. Any student who acts violently or responds violently will receive a consequence.	Permanent exclusion Fixed term exclusion Ashwood referral Behaviour unit
Possession/being under the influence of drugs.	includes 'legal highs', illegal drugs, alcohol and solvents	Permanent exclusion (repeat offence, dealing drugs or possession of Class A drugs) Fixed term exclusion
Malicious allegations about school staff	Asserting untrue information regarding a staff member that are defamatory in nature	Permanent exclusion Fixed-term exclusion Permanent removal from selected classes
Threatening behaviour (to staff)	any incident where a student makes threats, or swears at a member of staff	Fixed term exclusion
Bullying	Where a student, or group of students, deliberately upset another student for a sustained period – this includes on social media.	Isolation Parental meeting Fixed Term exclusion
Threatening behaviour (to student)	any incident where a student makes threats to intimidate another student.	Isolation Fixed term exclusion
*Sexual Assault	Touching of personal areas without consent	Permanent exclusion Police Referral Fixed term exclusion

OFFENCE	Detail	Likely Consequence
		Isolation
*Sexual Harassment	Making sexual comments, gestures or actions which intimidate and belittle others. Includes inappropriate language, jokes, 'banter' of a demeaning or graphic sexual nature	Permanent exclusion Police Referral Fixed term exclusion Isolation
Truancy	any occasion where a student leaves school site or is absent from a lesson without permission	Isolation After-school detentions to make up time lost.
Racist/homophobic behaviour	Any use of language or prejudicial behaviour of a homophobic or racist nature directed towards another person.	Isolation Logging in incident book Fixed term exclusion
Insolence	when a student shows disrespectful attitude to a member of staff short of threatening behaviour	After school detention Isolation
Vandalism	where a student damages the property of the school or the property of a member of the community	Isolation Fixed term exclusion Community service
Unkind behaviour	where students deliberately behave in a manner to upset another - can include behaviour on social media as well as in school.	Detention Isolation Fixed term exclusion
Persistent serious misdemeanours	when students repeat offences and fail to amend their behaviour over time.	Fixed term exclusion Permanent exclusion Managed Move Reciprocal arrangement Behaviour Unit
Bringing the school into disrepute	any behaviour in the community, whilst in uniform, which reflects badly on the school	Isolation Fixed term exclusion
Smoking	in uniform, on-site or off-site, includes association with smokers	Isolation

OFFENCE	Detail	Likely Consequence
Continual lateness	after three lates are recorded over a two week period	after school detention
Missing homework	failing to hand homework in on time.	After school detention
Failure to attend detention		SLT 2 hour detention
Minor rudeness	poor attitude but short of offensive behaviour shown to staff or fellow students.	After school detention
Dropping litter	litter dropping and leaving litter on the school site, or in the community in uniform	Breaktime detention litter picking.
Mobile phone seen in school	students' phones must not be seen or heard on site during the school day.	phone confiscated, parents need to collect the phone from reception.
Uniform (one off)	lanyard issued, failure to wear it will result in a detention.	
Uniform (repeated)	refusal to follow the school uniform code	detention or isolation from lessons until issue resolved Parents phoned.
Talking in class/calling out	general behaviours that are disruptive to the good progress of the lesson	Classroom consequences Detention.
Reluctance to work/slow working	Failure to apply an adequate amount of effort and application to work.	Classroom consequences Detention
Lack of equipment (one off)	Failure to have pen, pencil, ruler, rubber, sharpener, PE kit, calculator, textbook, exercise book	Breaktime or short afterschool detention.
Lack of equipment (repeated)	Three incidents of failure to bring in equipment.	After school detention

Any area of minor misdemeanour may be subject to a 'focus' week where 15 minute detentions are run to sharpen up the compliance. There will be adequate warning for students and parents when focus weeks are in place through parent bulletin/school comms.

*As a rule of thumb, the starting point is fixed term exclusion for any action which would result in arrest if done in public or a gross misconduct dismissal within a workplace.

Appendix 4 – Description of Sanctions

SANCTION	DETAIL	PARENTAL CONTACT
Detention	Student stays after the school bell from 30-60 minutes.	Email through school system informing parents of day and length
Defiance Detention	Student stays after the school bell for 60 minutes	Parental text on the day.
Fixed Term Exclusion	Student is asked to stay away from school for a specified time period	Parental phone call and formal letter of confirmation.
Permanent Exclusion		Parental meeting and formal letter of confirmation.
Internal exclusion	A student spends two days in isolation throughout the school day and for two hours after school.	Managed internally
Extended isolation	A student spends the school day plus two hours at the end of the day working alone,	Managed internally
Isolation	A student spends the school day working alone away from class	Managed internally
Inclusion Unit	The student is primarily educated at the IU full time	Parental Meeting
Managed move	The student is taken to another school for a trial period for a fresh start.	Parental meeting
Reciprocal arrangement	The student completes an isolation or extended isolation in another school.	Parental phone call
Referral to Ashwood	The student no longer attends Aldworth and attends the local pupil referral unit.	Parental meeting

Appendix 5

BEHAVIOUR TRIAGE PROCESS
Initial contact by parent or referral by teacher picked up by the Pastoral Support Team who take the key details from the parent/teacher and undertakes initial investigation/ statements/interviews if necessary to establish the scale of the issue.
LEVEL ONE
Pastoral Support Team / Classroom Teacher
<i>An easily dealt with issue which needs quick contact with staff/student and call back to parent, resolved within 24 hours, usually involves no more than three students and unlikely to result in sanction higher than a detention.</i>
Examples: Uniform issues, minor friendship issues, poor work rate, lateness to lessons, minor breake-time behaviour, minor rudeness, offensive language to peers, mobile phone confiscation.
Likely consequences: chat, apology, tutor monitor, breake-time detention, community service, detention.
LEVEL TWO
Pastoral Support Team / Classroom Teacher
<i>A more complex issue which will involve some investigation and has the potential to be moved up to Level Three. Or repeat (x3) referral for same Level One issue.</i>
Examples: Minor threat, social media issues, smoking, insolence, truancy, unkind behaviour to peers, minor vandalism, highly offensive language to peers or offensive language to staff [indirect].
Likely consequences: discussion and apologies, contract of behaviour, departmental/tutor report, community service, breake-time detention, detention, isolation.
LEVEL THREE
Head of Year / Head of Department
<i>A serious issue which needs a clear consequence and ongoing monitoring/support for the student or repeat (x2) Level Two behaviours.</i>
Examples: offensive behaviour, bringing the school into disrepute, racist/homophobic language, bullying, threatening behaviour to peers, offensive language to staff [direct].
Likely consequences: parental meeting, mentoring, EHH referral, isolation, series of detentions/community service, HoD/HoY/SLT report, behaviour contract, assertive mentoring, counselling
LEVEL FOUR
Senior Leadership Team
<i>A very serious issue with behaviour which in the real world would be gross misconduct or criminal, resulting in sacking or arrest OR repeated Level Three concerns.</i>
Examples: threatening behaviour (to staff), violent behaviour, highly offensive language to staff [direct], defiance to SLT
Likely consequences: SLT parental meeting, external agency referral, isolation, Ashwood outreach, fixed-term exclusion, isolation, conditional contract, behaviour modification programme
LEVEL FIVE
Headteacher/Deputy Headteacher
<i>A major incident or repeated referral Level Four (SLT).</i>
Examples: drugs/weapons possession, serious assault, repeated defiance to members of SLT, deeply offensive or threatening behaviour to peers or staff.
Likely consequences: fixed-term exclusion, permanent exclusion, EIS referral, EIS involvement.