

# Aylesford School

and Sixth Form College



wonder aspiration respect discipline

## BEHAVIOUR AND INCLUSION POLICY

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Lead: Director of Inclusive Practice  
Via: Standards, Personnel and Curriculum

**'from potential to reality'**

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## BEHAVIOUR AND INCLUSION POLICY

(This policy should be read in conjunction with the Teaching and Learning Policy.)

### Aim

**School Vision:** 'From potential to reality'

<b>School Values:</b>	<b>Wonder</b>	Valuing the role of curiosity in developing knowledge and understanding
	<b>Aspiration</b>	Valuing the challenge in the journey to achievement
	<b>Respect</b>	Valuing the worth of ourselves and the worth and diversity of others
	<b>Discipline</b>	Valuing determination, concentration and resilience. Understanding order, process and purpose

### School Mission Statement

To inspire in students a passion for lifelong learning; to work in partnerships to provide an exciting, engaging and enjoyable experience. To support high standards of achievement in a happy and secure environment.

### Introduction

At Aylesford School, we accentuate the positive and believe that the generally excellent relationships between staff and students are fundamental to our success. Through setting high expectations of students' performance and exploring teaching and learning styles, our students will be given the opportunity to achieve their full potential.

Students who work hard and achieve excellence are rewarded for their efforts. Similarly, the minority of students who do not work to the standard expected or who prevent others from learning will face reasonable and appropriate sanctions. These sanctions should lead to an improvement in the performance of such students and ensure a positive and safe learning environment is secured for all students. This policy acknowledges the school's legal duties under the Equality Act 2012 and in respect to students with special educational needs and/or disabilities (SEND). It follows advice from the DfE document issued in January 2016 with regard to Behaviour and Discipline in Schools.

This policy pays due regard to the fact that:-

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

### Aims

- To provide a calm, secure, stimulating, orderly and caring learning environment.
- To expect the highest standards of behaviour and effort from those students in our care.
- To have a positive approach, aiming to build strong relationships with students and their parents.
- To value each individual with whom we work.
- To praise, reward and build up the self-esteem of all students.
- To encourage students to develop self-discipline and a positive self-image.

### **Rewards and Sanctions**

The 'Behaviour for Learning' code is followed by all students and relies on frequent rewards as well as appropriate sanctions. As a school, we are convinced that rewarding students with positive feedback is essential to educational progress and should take priority but we also understand that sanctions, as a result of action and consequence are important in the learning process. Students, via the School Council, have written their own Behaviour Code listing their basic expectations in class.

### **Rewards**

The Rewards system operates in every classroom and is progressive as follows:-

- R1 - Verbal praise (recorded on whiteboard)
- R2 - Verbal praise (recorded on whiteboard)
- R3 - Electronically recorded reward points

(R3's are monitored and collected by tutors and lead to certificates being awarded in Year Assemblies. They also go towards House Points. One sticker = one point. One commendation = 1 House Point).

- R4 - Postcard or letter home for sustained effort or improvement over a period of time
- R5 - Headteacher's Award – nominated by a member of staff for consistent high standard of work or a 'one-off' excellent piece of work

As a school, we operate the system that three times as many rewards be given compared with sanctions.

### **Assemblies**

Certificates for rewards are given out in Year assemblies and Main School assemblies.

### **Awards Evening**

Our Annual presentation of Awards is an event for students who have made consistent progress throughout the year.

### **Governors' Presentation Days**

This is an opportunity for all students to be recognised for their efforts throughout the year.

### **Expectations of Students**

We expect the following of all students:-

- To be dressed in full school uniform at all times (this includes wearing a blazer, tie and school shoes, not trainers). Students who do not adhere to this uniform policy will be given a 'U'. Two 'Us' given in one week results in a detention with the Head of Student Progress.
- No jewellery to be worn except for a wrist-watch and one earring in each ear. Piercings of any other kind are not acceptable. Students are not allowed to wear plasters over new piercings as this contravenes Health and Safety Policy. Hairstyles must conform to the guidance provided to parents on entry to the school (see Parents' and Carers' Handbook).

To arrive at school on time (8.40 a.m.) and with all necessary equipment, exercise books and text books.

## **Teachers' Powers**

As previously indicated teachers have statutory authority to discipline pupils whose behaviour is unacceptable. These powers also apply to all paid staff with responsibility for pupils, such as teaching assistants. Teachers can discipline students at any time the student is in school or elsewhere under the charge of the teacher, including on school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Teachers have the power to impose a detention outside school hours. Teachers have the right to confiscate pupils' property. (Behaviour and Discipline in Schools 2016).

## **Sanctions – Choices and Consequences**

Our system works on the premise that students make a choice about their behaviour and accept the consequences. At every stage of the following procedure, students are given a choice via a series of informal warnings. Dependent on circumstances teachers may use the following procedure:-

- C1 - First formal verbal warning (recorded on whiteboard)
- C2 - Second formal verbal warning (recorded on whiteboard)
- C3 - Detention with subject member of staff
- C4 - Removed from lesson, followed by Isolation the following day

It is normal practice to keep records of student's behaviour.

Students with significant behavioural issues may, at the discretion of Senior Leaders, the Head of Student Progress or Inclusion Support, be given a 'Refocus' card to allow time for calming down in order to avoid a situation accelerating. The member of staff will decide whether refocus time is needed. These students will be clearly told where to report in this situation. Support may also be offered in our Inclusion Room, run by our Inclusion TAs or in-class support.

Staff may detain students at break, lunchtime or after school at their own discretion. Students given lunchtime detention will be given time to eat, drink and use the toilet. Students placed in an after-school detention should be given a detention notice at least 24 hours before the detention. If in any doubt whether the parent has been informed, the detention should go ahead. Parental consent is not required for detentions.

However, consideration should be made if:-

- The student has an EHCP (Education Health Care Plan)
- The student travels home on a bus

In these cases, the teacher will need to contact home to confirm that the student can stay. "It does not matter if making these arrangements is inconvenient for the parent" DfE 2016.

## **Homework**

Where homework has not been completed, a C3 detention will be given automatically. If a student does not attend, they will be referred to the Head of Department. If they fail to attend again they will be referred to a Leadership Detention for one hour.

## **Leadership Detention**

Leadership Detention runs from 3.15 p.m. until 4.45 p.m. once a week. This detention is a serious sanction following failure to comply with previous sanctions.

## **Pastoral Support**

Students who regularly receive detentions and/or C4 referrals will be monitored by Heads of Student Progress and Tutors. The Head of Student Progress or Tutor will communicate with parents regarding this process.

### **Parental Support**

We operate in the knowledge that parental involvement and support is absolutely crucial in the handling of disciplinary issues, hence it is the school's policy to keep parents reasonably informed. In return, we ask that parents discuss rewards and sanctions with their child. We also ask parents to sign the Home-School Agreement which includes a commitment to supporting our 'Behaviour for Learning' Policy. The school does not need parental agreement to detain students nor does it need to give 24 hours' notice but we consider it good practice in both cases. What is clear is that parents do not have the right to refuse to accept detentions set by the school.

### **Behaviour Support**

If a student persistently disrupts lessons or causes problems at break and lunchtime, the Head of Student Progress will refer them for support via their SLT Link. This may be support from our Inclusion TA (in lessons or withdrawal for group sessions) or via time in the Inclusion Room.

### **Early Help Assessment**

Students requiring further support from outside agencies may need an Early Help Assessment in order to access these services. Heads of Student Progress are responsible for raising an assessment and setting up an initial meeting.

### **Inclusion**

Our mission is to ensure that all students who have behaviour difficulties are given the behavioural and academic support required to make the best of their time at Aylesford School. Although the school will not compromise on the standards of behaviour expected it will work with the students to resolve the behavioural issues. Students are expected to learn from their mistakes and rectify them.

Students in Inclusion are referred for a variety of SEMH (Social, Emotional, Mental Health) reasons and will receive support from two TAs. Further referrals to RISE, counselling, Social Care or the Area Behaviour Partnership also take place where behaviour remains a concern. Students who access the centre may need emotional support, mentoring, academic support or specific behavioural support. In some cases an Internal Exclusion will be facilitated with the student spending the required number of days in the centre receiving academic and behavioural input whilst being isolated from the rest of the school.

### **Exclusions**

In the case of persistent refusal to co-operate, and other more specific incidents e.g. swearing at a member of staff, students will receive a fixed-term exclusion. This may be an internal exclusion or an external exclusion. For an external exclusion, parents will be expected to attend a re-admittance meeting. The number of days will depend on the incident and the student's record. Fixed-term exclusions will be sanctioned when the student has:-

- Repeatedly failed to follow staff instructions
- Failed to complete behavioural sanctions
- Been involved in a one off serious event where the student has been a risk to themselves or others
- Brought the school into disrepute

Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of a wider pattern of behaviour.

In some cases a five day exclusion will be sanctioned with a placement in another school for a period of time. All work will be provided.

### **Students at risk of Permanent Exclusion**

Students who are at risk of Permanent Exclusion are referred to the CAP (Central Area Partnership) made up of Central Area Headteachers. Some students will receive a placement in another school's Inclusion Centre for an agreed period of time before they return to school. Once agreed, the CAIG (Central Area Inclusion Group) made up of Assistant Heads and SENCOs will facilitate these arrangements with the help of the CAP co-ordinator. Other types of Alternative Provision may also be explored e.g. college placements etc but only if the placement is considered to be in the best interests of the student and offers a productive way forward in maintaining educational progress. A Managed Move may also be agreed, with the support of CAP, for a specific time frame, with a view that if successful, the student will move schools.

Students whose position in school is no longer tenable because of their behaviour will be permanently excluded.

Permanent exclusions will only be actioned when all other avenues have been explored, including Alternative Provision via CAP.

### **Governors**

Governors are kept informed of behavioural issues and a Disciplinary Committee may convene, as required, to meet with any student and their parents who reach the point where an interim placement in another school is required.

### **Off School Premises**

Teachers have the power to discipline students for misbehaving outside of the school premises to 'such an extent as is reasonable' (Section 90 of Education and Inspection Act 2006) e.g.

- on a school activity
- travelling to and from school
- wearing school uniform
- whilst identifiable as a student of the school
- where the reputation of the school may be adversely affected

### **Staff Training**

Aylesford is committed to offering staff on-going high-quality training on behaviour management. The sharing of good practice is crucial in enabling all teachers to manage behaviour effectively and build good relationships with students, which ensure they achieve their full potential.

Staff who experience particular difficulties in managing student behaviour receive support from their Head of Subject and SLT Link, as appropriate.

Short term contract and Supply teachers receive a concise summary of the 'Behaviour and Inclusion' policy. We will aim to offer training to supply teachers who work with us regularly. New staff receive training as part of their Induction programme.

### **Monitoring and Evaluation**

Monitoring and Evaluation of behaviour takes place through Heads of Subject, Heads of Student Progress and Tutors' analysis of detention and C4, as well as through discussions with members of staff – SLT Links are kept informed of behaviour matters in each year group and subject area.

### **Screening, Searching and Confiscation**

*What we search for?*

- Knives or weapons, alcohol, tobacco, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is

likely to be used to commit an offence, cause personal injury or damage to property (referred to as 'prohibited items')

#### *Who does the search?*

The Headteacher or a member of school staff authorised by the Headteacher:-

- He/she must be the same sex as the student being searched and
- There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched. For example, it is possible for a female teacher to witness a search of a male student where there is only one male member of staff in a school or taking part in a school trip

#### *When can we search?*

- If we have reasonable grounds for suspecting that a student is in possession of a prohibited item

The law says what must be done with prohibited items which are seized following a search.

Items found as a result of a search:-

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, real or fake firearms including BB guns, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence
- Where a person conducting a search finds alcohol/tobacco, they may retain or dispose of it
- Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs.' Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above
- Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their own is not practicable
- In determining what is a 'good reason' for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible
- Extreme or child pornography must always be handed over to the police.

It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

#### **Confiscation**

There are occasions when staff need to confiscate items. These items should be held for safekeeping for return.

Whilst the Education Act 2006 gives the power to confiscate items as a disciplinary sanction, as with other sanctions, the law requires that it must be applied in a reasonable and proportionate way.

### **Reasonable Force**

The below is guidance set out by the Department for Education; Use of Reasonable Force (2014).

What is reasonable force?

Force is usually either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

All school staff have the power to use reasonable force or physical intervention to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom (see Physical Intervention and Restraint policy for further details).

### **Allegations of Abuse against Staff**

Allegations of abuse will be taken seriously and the school will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.