

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

BEHAVIOUR AND INCLUSION

POLICY

4 - 19

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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

Please read Appendix 1 of this policy as it outlines the changes made due to the COVID-19 pandemic.

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

Aim

School Vision: 'From potential to reality'

School Values:

Wonder	Valuing the role of curiosity in developing knowledge and understanding
Aspiration	Valuing the challenge in the journey to achievement
Respect	Valuing the worth of ourselves and the worth and diversity of others
Discipline	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:-

Primary Phase:

Verbal praise

House points (recorded on classroom chart)

Secondary Phase:

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. Other forms of rewards include:

- Postcard or letter home for sustained effort or improvement over a period of time
- 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.
- No jewellery to be worn except for a wrist-watch and one small stud 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, with all necessary equipment, exercise books and text books:
- Year R and Year 1 - 8:30am
- Year 2 and 4 – 8:45am
- Year 3 and 5 – 9:00am
- Year 8 and 9 – 8:30am
- Year 7 and 10 – 8:45am
- Year 11 and Sixth Form – 9am

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

The school has an age appropriate, progressive consequence system. 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:-

Primary Phase

Verbal warning – Occasionally, children will need a reminder of behaviour expectations in school. Students will be given a verbal reminder/warning in order that they think can adjust their behaviour.

'Stop and Think' card – Students' card will be changed to a 'Stop and Think' in order that they can reflect on and adjust their behaviour.

Yellow (warning card) – If the behaviour still continues, students' card will be changed to a yellow warning card. As soon as the pupil demonstrates that they have modified their behaviour, they will be moved back to a green card.

Red card – If the behaviour still does not modify despite the warnings and support, a red card will be issued.

There will be rare occasions where a child's behaviour will take them straight to red. These are: -

- Hurting other children – by hitting, kicking or with words.
- Bullying (persistent physical or verbal abuse towards another pupil)
- Using bad language.
- Stealing.
- Deliberately damaging property.

If issued with a yellow card, children will miss 5 minutes from their next playtime/lunchtime. If issued with a red card, children will miss 15 minutes from their next playtime/lunchtime. For children in Reception and Year 1, the time spent will be proportionate to their age.

Secondary Phase

- C1 - First formal verbal warning (recorded on whiteboard) Students told to 'stop and think'
- C2 - Second formal verbal warning (recorded on whiteboard)
- C3 - Detention will be given
- 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 by our Inclusion TAs

All teachers at Aylesford School have the right and the power to set detentions and parental **consent is not required**. (Dfe, Behaviour and Safety in Schools 2016)

Staff may detain students at break, lunchtime or after school at their own discretion. Students given a lunchtime detention will be given time to eat, drink and use the toilet. Students placed in an after-school detention should be given at least 24 hours' notice. Although parental consent is not required for detentions, an email should be sent home to inform them of their child's detention prior to it taking place. Changes to detentions have been made during the COVID-19 pandemic, please see Appendix 1, 12.3.

If there is any doubt regarding arrangements for a detention the following needs to be considered before a student is detained after school.

- The student has an EHCP (Education Health Care Plan)
- The student travels home on a bus
- The student has a known caring responsibility
- If the student is classed as a vulnerable student

Staff should consider all of the above and whilst ultimately the Dfe 'Behaviour and Safety in Schools 2016' guidance indicates that 'it does not matter if making these arrangements is inconvenient for the parent' in such cases the teacher will seek to contact home to inform the parents. Where conflict remains between home and school, if parents refuse to co-operate, student safety after school should not be compromised and a senior member of staff informed of the failure to complete the sanction on parental grounds. The failure of Parents/Carers failing to exercise their parental duty could ultimately lead to a social services referral.

Homework

Where homework has not been completed or the deadline not met, a 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 Senior Leadership Detention for one hour. Detentions for homework may not be enforced during the COVID-19 pandemic.

Senior Leadership Detention

Leadership Detention runs from 3.15pm until 4.45pm once a week. This detention is a serious sanction following failure to comply with previous sanctions. The timings of these detentions during the COVID-19 pandemic may change, dependent on year group 'bubbles'.

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 TAs (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. In Secondary Phase, Heads of Student Progress are responsible for raising an assessment and setting up an initial meeting. In Primary Phase, teachers and The Director of Primary Education are responsible for this.

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 are referred for a variety of SEMH (Social, Emotional, Mental Health) reasons and will receive support. 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 class teachers, 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 owner is not practical.
- 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.