



**Behaviour Policy**

Adopted from Kent SPS

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| **Ratified/Reviewed** | **To be reviewed** |
| **November 18** | **November 19** |

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| Part A - Policy 1.  | Policy Statement  | ……………………………  | 4  |

Aylesford School – Behaviour Policy

**Rationale**

Our aim is to establish the highest possible standards of behaviour at Aylesford School and to help students to actively demonstrate the schools character strengths at all times.  This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish.  Students’ behaviour around the school should be excellent; every lesson should be characterised by a relentless focus on learning, free from distractions.  Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

The schools behaviour policy and expectations clearly focuses around positive behaviours and building the good character that we want our students to display. This is focused around 3 clear school rules that are easy for staff and students to understand.

* Be Ready
* Be Respectful
* Be Safe

By ‘being ready’, we expect all students to wear the correct school uniform; have the correct equipment; complete their homework and be on time to school and lessons.

By ‘being respectful’, we expect all students to be polite to everyone; in school, in our local area and whilst travelling to and from school. ‘Being respectful’ encompasses the positive traits we expect from our students, for example respecting the school environment by not littering.

By ‘being safe’, we expect all students to behave in a safe way and utilise the information that they are given for example, by not smoking. All students have the right to feel safe.

**Rewarding Good Character**

Our focus is to reward positive behaviour and to foster an atmosphere of respect at all times.  We will recognise positive behaviours through identifying when pupils show and model good character, for example the schools specific character strengths, regular attendance, commitment to the school, representing the school, positive attitudes and effort towards learning and progress made.

Rewarding and Recognising students will be underpinned by a set of ‘Character Strengths’ that are used as a way of rewarding students.

The ‘character strengths’ were developed through consultation with staff, students and parents with all stakeholders having a say in which character strengths we should be committed to developing at Aylesford School.

The 10 ‘Character Strengths’ that we will be committed to developing and rewarding in our students are

These will be recognised by staff when students demonstrate these skills, these will contribute towards a student’s end of term graduation ceremony along with good academic progress and good attendance

In addition to this students will be rewarded and recognised by

* Positive phone calls and emails home
* Postcards home from the teacher
* Recognition in assemblies
* Headteacher commendations
* Attendance Streak recognition

**Managing behaviour that falls below the schools expectation**

Students are responsible for their own behaviour and need to accept the appropriate consequences that are given by staff at the school. Students are expected to show and display the schools character strengths at all times as well as adhere to the 3 school rules.

It is the responsibility of the member staff to maintain good discipline in the classroom and to manage behaviour appropriately, and to take appropriate action when necessary

**Teacher Tools for managing behaviour**

There a number of tools and strategies that teachers can use to manage negative behaviour in the classroom. Teachers should feel empowered to use these as and when appropriate to build a positive learning culture within their classroom.

* De-escalation (See Below)
* Giving students time out
* ‘Parking’ students in a nearby classroom
* Use of subject report
* Phone calls home to parents
* Repair and rebuild meetings (See Below)
* Parental meetings
* Students meetings with Progress Leaders, Subject Leaders or SLT
* Arranging catch up sessions after school for students to make up time or complete unfinished work or work that is not up to standard.

**De-Escalation**

If a student is beginning to display low level unacceptable behaviours staff may feel it appropriate to use de-escalation techniques, to try and avoid further escalation.  However if they cannot be resolved then will be further consequences for that child

De-escalation techniques will include:

* Distraction (key word /object /job to do)
* Step away (fresh face / save face)
* Negotiation (delayed compliance)
* Take up time
* Inform and model desired behaviours
* Remind of rules, rights, responsibilities, boundaries and limits
* Choices, options and consequences
* Change of task, assignment
* Verbal advice, support and encouragement
* Reassurance
* Humour
* No raised voices



**Student Consequences**

**Repair and Rebuild**

If a student’s behaviour falls below the expectation of the teacher then a teacher may choose to set a repair and rebuild meeting up with the student. The purpose of the meeting is for the student to take responsibility for their behaviour and to recognise how this needs to change in the future. The meeting should lead to solutions and a positive outcome in future lessons. This should be logged on behaviour watch and a phone call should be made home to inform the parents.

Repair and Rebuild meetings can take place at any time and the duration will be decided by the teacher.

**Lesson Catch Up**

If a student’s work is incomplete or insufficient work has been done that lesson, the subject teacher will make contact home and arrange for the student to come back at a suitable time to complete the work to the very highest standard of which that student is capable. If a student truants a lesson the teacher will also use the lesson catch up as way of ensuring the work is caught up.

A Lesson Catch up can take place at any time and the duration will be decided by the teacher.

**Conduct Catch up**

The school has a code of conduct for behaviour at break and lunch times, this also includes ensuring that students are prompt to lessons. If a student is seen breaching the code of conduct then a member of staff will sign the card. After 3 signatures the member of staff will take this card and pass this to the mentor. The mentor will set a conduct catch up and the student will complete that with their mentor.

Students removed from lessons

Where are more serious breach of the schools expectations are that cannot be resolved by the teacher or department a removal should be requested. A removal should initially be requested through behaviour watch and a member of staff will remove that student to another room, or into the isolation room if appropriates. The member of the leadership team will decided whether it is appropriate for that student to return to lesson and the student may be asked to write a statement.

The member of staff should later complete a removal log on behaviour watch giving a detailed description of the events that lead to the removal.

At the end of the day the leadership team will look at any removals and decide upon if further appropriate action is required.

**Internal Exclusion**

If it is deemed appropriate, students can be placed in Internal for a period of time (where there is a serious incident, a student may be placed in Inclusion Support whilst an investigation is being conducted)*.* The sanction of Internal Exclusion will be issued by the Leadership Team.

Students will also be placed in internal exclusion if their uniform does meet the schools uniform policy outlined on the school website. The school will always seek options first to ensure that students are in the correct uniform, for example lending of spare uniform or asking parents to bring the correct uniform into school. Medical notes are the only exception for a student not be in the correct school uniform. Parental notes will not be accepted.

Students will be required to sit in Internal Exclusion with a member of staff, to complete work in silence and to complete the work that is set.  This is a very serious sanction; it signifies that the student has made choices that are unacceptable in our community.  This time gives them an opportunity to reflect on the poor choices that they have made.

The length of time in Internal Exclusion will be decided by the leadership team and this will be based on the severity of the incident, whether there have been any previous incidents and also whether or not the student is able to show remorse or able to positive reflect on their actions. No student will be placed in Internal Exclusion for more than 3 days. Internal Exclusion does run up to 4pm each day.

Parents/Carers will be informed by a member of the Welfare Team.  The Mentor and AHT i/c Year will also be informed.  If deemed necessary, a ‘re-admission’ meeting may need to take place between the student, parent/carer and appropriate member of staff

 If a student is placed in Internal Exclusion it may be necessary for the Welfare Team to be involved and consider whether the student or family need further support, for example through ‘The Early Help Service’, Social Services and/or the School Nursing Service.

**Fixed-term exclusion**

The Headteacher can determine periods of exclusion up to 45 days in any one year. This is usually as a result of a serious incident or the regular repetition of poor behaviour.  There will be a re-integration meeting held where a post exclusion contract will be signed and targets set.

Parents are expected to attend this meeting to ensure that a positive way forward can be identified, where parents are unable to attend the responsibility is with the parents to notify the school. The school could consider conducting this meeting over the phone.

In certain situations determined by the head teacher it may be appropriate for the student to remain in Internal Exclusion or further extend the exclusion until a parental meeting has taken place.

If the exclusion or cumulative period of exclusion is more than the statutory period of 45 days, as prescribed in the DFES Circulation 10/99 Social Inclusion, then a meeting of the Governors’ Discipline Committee will take place.

**Permanent Exclusion**

The Headteacher may, in certain circumstances, permanently exclude a student. A meeting of the Governors’ Discipline Committee has to be convened to ratify this decision. Once permanently excluded, the Local Authority has a responsibility to offer educational support or to assist the parents in finding an alternative school. The parents also have a right of appeal to an independent tribunal. This tribunal’s decision is binding.

**Behaviour Improvement Provision**

It is the belief of the school that our students at Aylesford School-Sports College are polite, respectful young people with who will show great character to achieve their goals. It is the case, that for some students, they will need support to ensure they can display the best behaviour for learning that they can. Therefore, our provision to achieve this is set out below:

**Universal**

Modelling of positive behaviours from all staff members, mentor group sessions, peer relationships and restorative approaches. At a curriculum level, it is evident through well-planned lessons, differentiation, preferential seating and the classroom environment. All staff are trained in de-escalation techniques and safeguarding.

**Targeted**

Where the student requires a more targeted approach, the following provisions may be necessary:

* Identification on a ‘Vulnerable Student’ Register shared with all staff
* Placed on the SEN Register at SEN Support
* CAST – Voluntary mentoring organisation to support students
* Mentoring – ‘Assertive Mentoring’ programme
* Positive Interaction Programme – supporting students in making the right choices
* Behaviour Improvement Programme – to support students making the right behaviour for learning choices
* Confidence Development Programme – providing strategies for students to be confident
* Professional Guidance Meeting for staff – giving staff strategies to support the learning of students with challenging behaviours

**Personalised**

Where the student requires a more personalised and long term approach, the following provision may be necessary:

* School Nurse – school nurse referral to support specific health needs
* LIFT – Consultation with specialist teacher service to commission services
* Consider use of PSP (Pastoral Support Plan)
* Bereavement Counselling – referral to a specialist bereavement counselling service
* Slide away – charity to support students cope with bereavement
* Early Help Support – Looking at external agencies to support the student and family
* MMAP Provision – an external specialist pupil referral unit programme to support students with challenging behaviour
* Social Service referral – raise concern with social services to see what other support is available for the family
* Manage Move – 6 week trial to another school
* Monitored Transfer – 6 week trial to another school.  The student will not return to ASSC.
* Alternative Curriculum – a student will complete their education at an off-site provision
* Flexible timetable – agreed personalised timetable to avoid exclusion

**Roles and Responsibilities**

It is the responsibility of everyone at Aylesford School to contribute towards a positive learning culture within the school by displaying the right character to foster a positive atmosphere with in the school. We all have a part to play in developing this culture within our school community

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| **Role** | **Responsibility** |
| **Everyone** | **It is everyone’s responsibility to …**Develop and show the character strengths which we have chosen for our school so that we can all contribute to making our school become one of the best |
| **Students** | **It is the student’s responsibility to…**Show respect to students and staff Work hard to develop and show the character strengths we have chosenBe respectful, ready and safeRespond positively to reminders about our expectations Follow instructions first timeAttend repair and rebuild meetings with teachers to promote positive relationships Take responsibility when mistakes are made |
| **Teachers** | **It is the teacher’s responsibility to….**Show respect to students and staff Work hard to develop and show the character strengths we have chosenBe respectful, ready and safeRecognise and reward students when they display our character strengthsRemind students about our expectations if they are not meeting them and explain whyPhone home to reward students Phone home as a consequence of disruptive or rude behaviourHold repair and rebuild meetings and lesson catch ups with students to move situations forwardKeep Heads of Department, Mentors and Progress Leaders informedRecord rewards and character strengths for the students towards their graduation |
| **Mentor** | **It is the Mentors responsibility to….**Monitor and track the Character Strengths received by all members of their mentor group, across all subjectsEnsure students receive the rewards they are entitled toPlace students on report to encourage positive conversationsContact parents to reward students who are doing wellContact parents to discuss behaviour that falls below our expectations |

The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour for learning and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and its expectations are clear. Governors will support the School in maintaining high standards of behaviour for learning.

The Headteacher and other members of the Senior Leadership and Middle Leadership Teams will be responsible for the implementation, review and day-to-day management of the policy and procedures. Support and training for staff faced with challenging behaviour is also an important responsibility of those in positions of leadership.

All Staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Leadership Team, for creating a high-quality learning environment, teaching good behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedures under any circumstances, particularly on the grounds of ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and Carers will be expected to take responsibility for the Behaviour for Learning of their child, both inside and outside the School. They are all expected to have signed and agreed to the terms and conditions of the Home School Agreement.  They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and uniform and will have the opportunity to raise with the School any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own Behaviour for Learning and will be made fully aware of the School policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.