



Aylesford School

COURAGE
CONFIDENCE
CHARACTER

Character and Behaviour Policy

Adopted from Kent SPS

Ratified/Reviewed	To be reviewed
July 2021	September 22

Character and Behaviour Policy

Rationale

Our aim is to establish the highest possible standards of behaviour and character 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; be that 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

RESPECT SELF-DISCIPLINE **COURAGE**
OPEN-MINDEDNESS **MOTIVATION**
RESILIENCE CONFIDENCE **INTEGRITY**
COMPASSION **CURIOSITY**

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
- Head teacher 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 handed to them 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

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 could 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 SIMS 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

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 SIMS and a member of staff will remove that student to another room, or into the isolation room if appropriate. The member of the leadership team or progress leader will decide 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 SIMS giving a detailed description of the events that lead to the removal.

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

Inclusion

If it is deemed appropriate, students can be placed in the inclusion room for a period of time (where there is a serious incident, a student may be placed in Pastoral Support whilst an investigation is being conducted).

Students may also be placed in inclusion if their uniform does not 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 being in the correct school uniform. Parental notes will not be accepted.

Students will be required to sit in inclusion 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, as well as consider and reflect on their own character.

The length of time in Inclusion 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 can run up to 4pm each day

Parents/Carers will be informed by a member of the Welfare Team. The Mentor and progress leader 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 Inclusion 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.

Internal Exclusion at partner schools

To reduce fixed term exclusions, on some occasions the school will work with partner schools so that students can complete their exclusion at another school. This means that a Fixed Term Exclusion is not recorded, and this can be recorded as an internal exclusion. It ensures that students are still receiving access to a school environment and avoids having a FTE on their permanent record.

It is not always appropriate or possible for students to complete this at a partner school and this will be at the discretion of the school's leadership team.

Fixed-term exclusion

The Head teacher 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 reintegration 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 Inclusion 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 Head teacher 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 LA 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.

Electronic Devices

Electronic devices such as phones and mp3 players are not permitted to be in used in school. We are fully aware that some students will need these to ensure safe journeys to and from school and as a result students are allowed these devices are permitted in school. However, they should not be used or out on display during lessons, before school, after school as well as breaks and lunches.

Any devices seen will be taken by the member of staff and placed at the main office for safekeeping. Students will be permitted to collect the device at the end of the school day. If this is a second incident the device will need to be collected by the parents.

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 within the school. We all have a part to play in developing this culture within our school community

The Governing Body will establish, in consultation with the Head teacher, 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 Head teacher 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, Head teacher 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.