	Behaviour Policy	
	Last reviewed: September 2020	Next review: September 2021
	Linked Governor: Peter Hepburn	SLT Member: Rich Peters

Mission Statement

At Ashlyns, we believe that every member of our school community is unique and has the potential and responsibility to impact positively on the lives of others. We believe in recognising, valuing and celebrating the contributions of every individual.

We strive to provide everyone with a broad range of excellent opportunities. We aim to provide an environment which provides the best all round education, so that our young people can leave as confident, successful members of society, ready for the challenges they will face.

Values

Our core values are based on our motto 'ASPIRE', which is at the heart of everything we do. Our expectation is for everyone in our community to behave with respect and courtesy towards each other. Our core values underpin our rewards and consequences; good behaviour is rewarded and there are consequences for poor behaviour:

- Aspiration
- Society
- Pride
- Inclusion
- Respect
- Excellence

Our Community Expectations

Our Community Expectations have been devised by students to remind us what is expected of us all:

- I take pride in myself and aspire to do my best
- I show respect to others by being polite and kind
- I work to the best of my ability, even when I find the work challenging
- I understand that I represent the school and I dress and behave accordingly
- I show that I am prepared to learn by bringing the correct equipment/kit and actively taking part in all areas of school life
- I do what is asked of me, the first time I am asked
- I arrive to where I should be on time and am always in the right place
- I celebrate my own successes and the successes of others
- I do not use language that is rude or offensive
- I am proud of and respect our school and I help to look after the school environment

Our Behaviour Principles

- We expect everyone in our community to uphold high expectations of behaviour, and to recognise, celebrate and promote a culture of success.
- As part of the Steps approach we encourage and support students to develop their internal discipline in order to take greater ownership and responsibility of their actions and behaviour
- We expect students to consider the impact of their behaviour on others and to set a good example, both within the school and wider communities.
- The **rewards** system will actively recognise those who make a positive contribution and uphold our core values and community expectations. Anyone choosing to break these will expect the corresponding consequence.
- We will provide clear guidance relating to the policy and procedures. All members of our community have access to a copy of our Community Expectations (appendix I), the Rewards system (appendix II) and the Consequences system (appendix III). There are copies of each of these documents in classrooms, as well as being accessible through the school website.

Roles and Responsibilities

- The **Governing Body** will produce a Written Statement of Behaviour Principles which will underpin and inform the school's behaviour policy and will consult with the Head Teacher, staff and parents regarding the monitoring of the policy and procedures.
- The **Head Teacher and Senior Leadership Team** will be responsible for the day-to-day management of the policy and procedures.
- **School staff, including teaching and support staff**, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied, actively recognising effort and achievement and promoting high standards of behaviour. School staff will play a key role in advising the Head Teacher and the Senior Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher and School Leaders, for creating a high quality, inclusive learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. School staff will ensure parents and carers are kept informed about their child's behaviour.
- **Parents and carers** are expected to sign the **Ashlyns Home School Agreement** and to work in partnership with the school to assist their child in maintaining high standards of behaviour, both in and out of school. It is important that parents revisit the agreement and the Behaviour Policy at the start of each academic year; these documents can be found on the school website. Parents and carers are actively encouraged to view their child's behaviour record on a daily basis through the online parent portal and to raise any issues in relation to the Behaviour Policy with the school.
- **Students** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

'Steps' approach to behaviour

Hertfordshire Steps has been adopted by the local authority as a model for behaviour management in schools. It is a therapeutic approach to behaviour management that prioritises emotional wellbeing in order to maximise positive prosocial behaviour. There is an emphasis on consistency, on the teaching of internal discipline, and on care and control.

Hertfordshire Steps uses a variety of analytical tools to explore, consider and understand the causes of poor emotional wellbeing and antisocial behaviour. Differentiation can then be specifically planned to protect the child and minimise the risk of escalation. This promotes *equity* for students,

in order to provide those who most need it support so that their learning behaviour allows them to succeed.

It uses preventative techniques to help de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to aid recovery. Preventative strategies that staff might employ include completing a 'roots and fruits' diagnosis, anxiety mapping, employing a variety of techniques to build positive relationships, careful use of language and de-escalation scripts

After an incident of antisocial behaviour, strategies staff might use to promote recovery include restorative conversations and tasks, educational consequences and reflective reports.

Application of the policy – the school's jurisdiction

The policy applies to all students, including the sixth form, who remain subject to the school's jurisdiction. The rules within the policy apply when students are on the school premises during school hours, on visits and trips, during any other events or occasions related to the school and any occasions where the students are the responsibility of staff. The policy applies when the students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school and therefore the policy applies.

The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week and term, where such misconduct prejudices the good order and welfare of the school, its staff and students or brings the school into disrepute.

Whilst it is impossible for a school to manage the conduct of students when they are under the care of their parents/carers, the school can impose penalties on students who have harassed another student or member of staff outside school.

Procedures

Procedures detailed in this policy have been developed through consultation between the Senior Leadership Team, teaching and support staff, Governors, parents and students.

Our behaviour policy follows the DfE guidance, which clearly sets out the roles and responsibilities for governing bodies, Head Teachers and teachers (*'Behaviour and discipline in schools'*, January 2016, available from www.gov.uk). It recognises the requirements of the Equality Act 2010 and issues covered in the Human Rights Act, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported under the SEND Code of Practice. We also acknowledge our legal duty under the Equality Act not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

Rewards

Rewards and celebration of achievements are seen by Ashlyns School as the most positive way in which to encourage good behaviour, motivation and academic progress. Our School community recognises and celebrates the success of individuals and groups in a variety of ways and continues to review the rewards system in consultation with students, staff and parents/carers.

Rewards can be given by any member of the school staff and will be logged on the school's database

as well as regularly monitored by the tutor. Parents/carers are encouraged to view their child's behaviour record through the VLE.

A variety of public forums are used to recognise the successes of students, including:

- certificates
- postcards home
- letters and phone calls home
- form tutor achievement boards
- year achievement boards
- e-bulletin
- school newsletter

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- outstanding effort
- co-operation
- involvement in activities outside the school day
- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit
- growth mindset

The rewards system is detailed in **Appendix II**.

Rules and Consequences

At Ashlyns, we will help students to learn how to behave and will implement support structures for students whose behaviour gives cause for concern (see **Appendix IV**)

We have legal power to apply a wide range of sanctions/consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable. All consequences will be logged and parents/carers will be able to view their child's behaviour log via the VLE.

Consequences can include:

- removing break or lunch time privileges
- withdrawing a student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- confiscation of property
- detentions, including during and after school and weekends
- exclusion from school, either for a fixed term or permanently

Dealing with incidents of poor behaviour in lessons

It is the responsibility of the class teacher to manage the behaviour of the students in their classroom and class teachers should be proactive in their response to classroom management. Classrooms are places of learning and we have high expectations of student behaviour in lessons, as

set out in our Community Expectations (**Appendix I**).

We believe that the vast majority of poor behaviour incidents can be dealt with by the classroom teacher. However, where the poor behaviour of a student continues to disrupt the learning and progress of other students we would expect to see an escalation of behaviour management consequences as detailed in **Appendix II**. Low level behaviour incidents will be dealt with verbally (C1 and C2) by the member of staff, giving students appropriate warning to correct their behaviour before a more formal sanction is applied. All formal verbal warnings (C1 and C2) will be recorded and further consequences or interventions may be applied where students accrue a large number of C1 and/or C2 warnings in a given period of time.

Dealing with incidents of poor behaviour out of class

The same high expectations of behaviour apply at all times and all staff members are responsible for managing poor behaviour. Students who misbehave around school or whilst representing the school will be subject to the behaviour management consequences as detailed in **Appendix II**. Students will carry a standards card with them at all times so that staff can record incidents of behaviour relating to uniform and use of mobile phones. If a student does not have a standards card *for whatever reason* they will be placed in a C3 detention.

Detentions

Detentions form an important part of our school consequences system (**Appendix II**) and failure to attend a set detention will result in an escalation of consequence. C3 detentions run Monday to Friday for one hour after school. C3+ detentions will be held by members of the Senior Leadership Team, either on a Friday after school for 90-120 minutes or a Saturday from 8.30am-10.30am, depending on the nature of the incident. Other detentions, for example faculty detentions for lack of homework, lack of classwork or PE kit, may also be issued. Students must attend all detentions in full school uniform.

Parents/carers will be given a minimum of 24 hours notice for detentions taking place after school which last longer than 15 minutes. Students will be notified of the detention by the member of staff issuing it at the time of issue. Parents/carers will be notified of the detention by text. Parents/carers can view details of the behaviour incident that has led to the detention being set via the VLE.

During the detention students will be under the supervision of a member of staff and will be expected to sit in silence. Students may on occasion be set tasks to complete, which may involve some form of service to the school community. They may also be set curriculum tasks to complete. Failure to attend a detention or misbehaviour in a detention will lead to an escalation of the consequence as detailed in **Appendix II**.

Parents/carers are responsible for collecting students after detentions or ensuring their safe journey home.

Detentions will not be re-arranged at the request of students or parents/carers apart from in exceptional circumstances, such as an existing medical appointment which cannot be re-scheduled. In such circumstances, parents/carers must contact the Pastoral Officer before the detention is due to take place, by phone or email. Where a student has a role as a carer, this will be taken into consideration.

Examples of behaviour which may lead to a detention can be found in **Appendix II**. This list is

intended to indicate the degree of severity of offences but is not intended to be exhaustive.

Removal from lessons

Students may be removed from a classroom if a teacher feels it is no longer possible to teach a lesson with a particular student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. In the first instance, the student will usually be removed to another class under the supervision of another teacher, as determined by the Faculty exit rota. This may involve the student being in a lesson of a different subject and different year group to the lesson they have been removed from.

If the incident leading to removing the student is of a very serious nature or the student does not comply with the removal via the exit rota, a senior member of staff will be called to escort the student to another area such as the Silent Learning Room. Depending on the nature of the incident a further consequence may also be imposed, following investigation.

Isolation (C4) – the Silent Learning Room

Students may be withdrawn from lessons for longer periods, to work under supervision in the Silent Learning Room. Work will be provided and students will be supervised throughout the day, including break and lunch times. Students should bring a packed lunch where possible but will have the opportunity to purchase food from the canteen if they receive free school meals or are unable to bring food with them. Students will be isolated from their peers throughout the majority of the day.

Students in the Silent Learning Room are required to sign to show that they understand what is expected of them: to hand in their phone to be collected at 4.20pm; to complete all work to the best of their ability; to work in silence; and to complete a reflection sheet about their behaviour. Failure to comply with expectations in the Silent Learning Room may lead to further sanctions including a Fixed-Term Exclusion.

At the end of the school day, students will complete a one-hour detention (C3 detention).

Parents/carers will always be informed of isolations by the school. This will usually be in advance, unless the student has had to be removed from lessons pending investigation of a more serious incident or to remove them from the normal learning environment due to misbehaviour. Parents may be called into school to discuss the incident and the ways forward.

Examples of behaviour which may lead to an isolation can be found in **Appendix II**. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.

Fixed-Term Exclusion (C5)

In most cases an external fixed-term exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour, or in response to a serious incident. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Head Teacher or through delegation to one of the Deputy Head Teachers. When deciding to exclude a student, the Head Teacher will ensure that the matter has been investigated and that a record is kept of his actions and those of other staff.

The standard of proof to be applied is the balance of probabilities rather than beyond all reasonable doubt, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Head Teacher may exclude the student.

A **reintegration meeting** will always follow a fixed-term exclusion and will involve the student, parents/carers, Head of Year and a member of the Senior Leadership Team. The terms of re-admission will be discussed and agreed on in this meeting as well as any ongoing support for the student.

Examples of behaviours which may lead to a fixed-term exclusion can be found in **Appendix II**. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.

Permanent Exclusion (C6)

At times it is necessary for the Head Teacher to consider permanent exclusion in response to a student's behaviour; reasons for this may include, but are not limited to, the following;

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying, including homophobic or racist bullying.

- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or severe misuse of an illegal drug.
- Carrying an offensive weapon.

For further information relating to fixed term or permanent exclusions, please refer to our Exclusions policy.

Appendices to the Behaviour Policy

- I Core Values / Community Expectations**
- II Rewards system**
- III Consequences system**
- IV Support structures**
- V Specific rules communicated to students**
- VI Protocol for informing police of behavioural events in school**
- VII Protocol for interviewing students**
- VIII Restraint and search protocol**

The Behaviour policy should be read with reference to:

- The Anti Bullying policy**
- The Exclusions policy**
- The Home-School agreement**
- The Inclusion policy**
- The Complaints policy**
- The Substance Misuse policy**
- The School Uniform rules**

COMPLAINTS PROCEDURE

Students

If a student has a complaint about the way he or she has been disciplined or treated then he or she must firstly discuss the matter with the form tutor. If the matter remains unresolved or concerns the form tutor then it should be referred to the Head of Year. It is envisaged that the majority of student concerns can be dealt with at this level. However, if a matter remains unresolved then a member of the Senior Leadership Team will review the matter.

Parents and Staff

The Governors have a published complaints policy which can be reviewed via the school website.

CORE VALUES

Our core values are based on our motto 'ASPIRE', which is at the heart of everything we do. Our expectation is for everyone in our community to behave with respect and courtesy towards each other. Our core values underpin our rewards and consequences; good behaviour is rewarded and there are consequences for poor behaviour:

- **Aspiration**
- **Society**
- **Pride**
- **Inclusion**
- **Respect**
- **Excellence**




COMMUNITY EXPECTATIONS

Our Community Expectations have been devised by students to remind us of what is expected of us all:

- I take pride in myself and aspire to do my best
- I show respect to others by being polite and kind
- I work to the best of my ability, even when I find the work challenging
- I understand that I represent the school and I dress and behave accordingly
- I show that I am prepared to learn by bringing the correct equipment/kit and actively taking part in all areas of school life
- I do what is asked of me, the first time I am asked
- I arrive to where I should be on time and am always in the right place
- I celebrate my own successes and the successes of others
- I do not use language that is rude or offensive
- I am proud of our school and I help to look after the school environment

Rewards

It is essential to promote, recognise and reward good behaviour and positive contribution. At Ashlyns we recognise that encouragement and praise is central to our school ethos and we aim to celebrate achievement and success in all aspects of school life.

Reward Code		Behaviour	Reward	Value
Merit		Demonstrating school values in and out of the classroom	Merit	1 point
Postcard home		Outstanding work or effort in and out of the classroom	Postcard home	3 points
Student of the Week		Exceptional effort or achievement in and out of the classroom	Student of the Week	5 points

Merit Certificates		
Certificate	Key Stage 3	Key Stage 4
Bronze	25	20
Silver	50	40
Gold	75	60
Diamond	100	80
Platinum	150	100

Celebration

- Certificate and prize-draw entry for 100% attendance
- Points added to House Competition
- Termly event for those with highest conduct points
- Annual Rewards Trip
- Subject award certificates at celebration assemblies and Presentation Evening

Consequences

When students make choices that do not uphold our Community Expectations, they will receive consequences. These are logged centrally. They do not negate rewards that students receive. Every effort is made to ensure that students' learning is supported and consequences avoided; where a consequence is given it is the student's responsibility to complete it and sanctions will escalate if students do not comply.

Consequence	Examples of Behaviour	Sanction
C1	Disrupting the learning of others / talking / arguing / out of seat / lack of equipment	Verbal warning
F1	Failure to complete adequate classwork / home-learning	Faculty detention
C2	Repetition of any C1 offence	2 nd verbal warning
P2	Failure to bring PE kit	PE department detention
C3	Further misbehaviour following issue of a C2 in a lesson Rudeness to or about a member of staff Refusal to follow instructions Inappropriate language, including swearing in conversation across a room Littering / minor graffiti Eating in an unauthorised place Abuse of open access / being out of bounds Use of phone / MP3 player, including inadvertent use, during school hours Chewing gum Failure to attend department / faculty detention (note: the department / faculty detention must still be completed) At least 5 minutes late to lesson or at least 10 minutes late to registration Infringement of jewellery rules after tutor time check 3 signatures / failure to produce standards card	One hour after school detention
	3 or more C points in a day	
C3+	Truancy Associating with someone who is smoking Failure to attend a C3 detention Misbehaviour in a C3 detention Off site at lunch / break time Possession of smoking paraphernalia	SLT Saturday detention
C4	Persistent C3 behaviour Smoking Dishonesty / lying to a member of staff Serious/repeated swearing Deliberate defiance Bullying incident Inappropriate use of technology	Silent Learning Room for the day, followed by one hour after-school detention
	6 or more C points in a day	

C5	Persistent or repeated C4 behaviour Poor behaviour during C4 isolation Swearing at or about a member of staff Prejudicial abuse, such as racist or homophobic abuse Persistent bullying Gross disobedience Fighting resulting in physical harm Theft or vandalism Serious misuse of technology Bringing the school into disrepute Bringing an offensive weapon onto the school premises Possession of illegal substances on the school site	Fixed-term exclusion
C6	Either persistent C5 behaviour or very serious one-off offences including supplying/intent to supply an illegal drug or carrying an offensive weapon	Permanent exclusion

Please note that this grid is only designed to be a guide and is not exhaustive; all criteria are possible examples of actions / behaviours that *may* lead to the corresponding consequence.

APPENDIX IV

Support Structures

The following structures exist within the school to support students whose behaviour is causing concern. Referral to these areas of support is via the Head of Year and in all cases parental involvement is essential.

Mentoring

Tutors, Learning Mentors and Sixth Form peer mentors work within the school to support and encourage students who are not achieving their potential.

Placement on the SEN Register

Students on the register are monitored by the INCO and appropriate interventions are put in place.

Involvement of Education Support Centres

The school works closely with Dacorum Education Support Centre (DESC). Work may involve one to one or group support, as well as alternative programmes of study at DESC's KS3 and KS4 centres.

Working in the Silent Learning Room

Students may be removed from some lessons to work with in the Silent Learning Room.

Student Reports

Students whose behaviour does not meet expectations may be placed on the report system as follows:

1. Tutor report / Green report

This is an initial response to support a student whose behaviour is a concern in more than one curriculum area. Parents/carers will be informed by the tutor via a telephone call that their child is going on report. The report will have clear targets that relate to reframing the behaviour that is causing concern. The report will be monitored daily by the form tutor and signed each evening by the parent/carer. A telephone review will take place at the end of the report's two week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate. In some instances the parent/carer may be invited into school to meet with the tutor/Head of Year.

2. Head of Year report / Amber report

If the student has not met the targets on the green report, parents will be called to school to attend a meeting with the Head of Year. Targets will be looked at and a Head of Year report issued. The report will be monitored daily by the Head of Year and signed each evening by the parent. A review meeting with parents, student and Head of Year will take place at the end of the report's two-week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

3. Senior Leader report / Red report

If the student has not met the targets on the amber report parents/carers will be called to school to attend a meeting with the Head of Year and a member of the Senior Leadership Team. Targets will be looked at and a Senior Leadership Team report issued. The report will be monitored daily by a member of the Senior Leadership team and signed each evening by the parent/carer. A review meeting with parents/carers, student, Head of Year and Senior Leader will take place at the end of the report's two-week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

4. Behaviour Support Programme (BSP)

Should students fail to make significant progress in meeting behaviour targets from their red report they will be placed on a Behaviour Support Programme (BSP). This will be monitored by the Head of Year. The BSP is an eight-week programme aimed at reframing behaviour and supporting students to be in school. Failure to make progress on a Behaviour Support Programme will lead to the student being placed on a Pastoral Support Programme

5. Pastoral Support Programme (PSP)

Should students fail to make significant progress in meeting behaviour targets they will be placed on a Pastoral Support Programme (PSP). This will be monitored by a member of the Senior Leadership Team. The PSP is a programme involving school and external agents aimed at reframing behaviour and supporting students to be in school. Failure to make progress on a Pastoral Support Programme can culminate in permanent exclusion

APPENDIX V

Specific rules communicated to all students

Our rules and the consequences for breaking them are summarised in the Year 7 Student Planner and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our consequences system.

Uniform and appearance:

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Head of Year and may be isolated unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style or length. It should not be cut shorter than a number 3 and must not be shaved-patterned. This also applies to shaved eyebrows. Hair must be a natural colour. Only plain, functional and safe hair accessories are allowed. Hair extensions are not permitted.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and handed to Student Reception or the Head of Year. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Students in Years 7-11 wearing visible makeup or nail varnish will be asked to remove it or directed to Student Reception where makeup remover and nail varnish remover are held. Gel nails are not permitted and are treated in the same way as inappropriate clothing.

Mobile phones and electrical goods

The school acknowledges that many parents/carers wish their child to have a mobile phone in their possession for reasons of personal safety. As such, students are allowed to bring mobile phones to school but they must be switched off and out of sight at all times. If a phone is used or seen OR HEARD during the school day without the specific permission of a member of staff the student will receive a C3 detention.

Students may not use electronic equipment such as iPods, MP3 players, CD players or digital cameras during the school day. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item. Further sanctions will be taken if the item is being used in a way detrimental to good order. For example, if a student uses a phone or other device to record audio and/or video on the school premises without permission, it is likely that they will receive a C5 fixed-term exclusion.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

Inappropriate language

Any student heard swearing will be reprimanded by the teacher at the time and will result in a C3 detention. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Damage to property

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished. Damage should be dealt with by the Head of Faculty in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Out of bounds

Students are expected to be in designated areas at break times and before and after school. Clear guides to the exact areas forbidden are displayed around the school:

- car parks
- in classrooms at break/lunch unless permission is given by a member of staff / wet break
- chapel and surrounding steps
- the cycle sheds, except for leaving and collection of cycles
- the area behind the ATC hut
- the area between the Gym and the Paul Beard centre
- the Astro, unless permission from a member of staff has been given
- all roof spaces, windows and fire escapes
- any area where building work is taking place
- the school field when weather conditions prevent these from being available for use

Misuse of computer equipment

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident. The distinction between misuse of technology and serious misuse of technology will depend on the nature of the incident and each case will be assessed individually.

Offensive conduct to other students

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

Offensive conduct to a member of staff

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening, aggressive or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

Deliberate classroom disruption

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum sanction for theft. Each case will be taken on its merits and the school may look to permanently exclude for theft. The Police may be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

Alcohol- & drug-related offences

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Substance Misuse policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

Smoking

Smoking is not allowed on the school site or in school uniform off-site. Students who are caught smoking or in the possession of smoking paraphernalia, will be placed in a C4 isolation on their first offence. Students who are caught with smokers will be placed in a C3+ detention.

Possession or use of an offensive weapon

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction, which will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to fixed term or permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

Obstruction of investigations

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

Improper conduct

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost

seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

**PROTOCOL FOR INVOLVING/INFORMING THE POLICE OF
BEHAVIOURAL EVENTS IN SCHOOL**

The police should be informed when the school is made aware of a criminal act outside school. All information will be passed to the police.

For criminal events within school the police will be informed if it is a significant and serious criminal event.

For less significant criminal events the school will use its discretion as to whether or not to inform the police.

Criminal events are defined as:

- carrying an offensive weapon (police definition of size and rigidity of knife)
- theft
- criminal damage (include graffiti and vandalism)
- drugs (possession and supply)
- assault (peers/adults)
- sexual abuse/harassment
- serious misuse of technology

APPENDIX VII

PROTOCOL FOR INTERVIEWING STUDENTS WHERE REQUIRED

1. At initial contact in an investigation, it is acceptable for one member of staff to conduct the interview.
2. If during the course of the interview there is a possibility of external exclusion two members of staff may be present (one of whom should be SLT, Head of Year or Head of Faculty/Department).
3. During an investigation where two members of staff are present, one will question and the other take notes.
4. Any notes taken at the interview should include:
 - the date and times of all interviews
 - those present in the interview
 - reported speech, not inference (although notes can be made relating to the conduct of the student, such as gestures that are made or refusal to respond to direct questions)
5. Any investigation leading to external exclusion should normally allow the student the opportunity to make a written statement which is signed by the student; in situations where this is considered unnecessary or unobtainable, the student should be allowed the opportunity for written reflection following the return-from-exclusion meeting.
6. The statement can be in free prose or a written response in reply to specific questions. It may be appropriate for the student to dictate a statement to a member of staff, in which case they should read it before signing and dating it.
7. When statements are provided as a reply to specific questions then the student should have an opportunity to add further information.

Student Statements

All witness statements would normally remain anonymous. This is in order to protect the witnesses from internal and also external acts of violence or threats of intimidation.

The investigators and Headteacher may consider an exception to this where the witness statement makes a serious allegation regarding the student under investigation.

APPENDIX VIII

RESTRAINT AND SEARCH PROTOCOL

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff cannot use force as a punishment – it is always unlawful to use force as a punishment. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Staff should not therefore hesitate to act in an emergency, provided they follow these guidelines. Staff have a legal obligation to safeguard the welfare of students in their care. Specific details, including risk evaluation, methods of handling and recording of incidents, are in DfE guidelines.

Power to search without consent

Search without consent can take place without consent where there are reasonable grounds to suspect the possession of a prohibited item. Prohibited items include:

- knives or weapons
- tobacco or smoking paraphernalia
- alcohol
- illegal drugs
- stolen items
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Members of staff who are authorised to search include:

- SLT
- Heads of Year

As well as the searcher, one other member of staff must be present at the search of a student. The searcher should be of the same gender as the student being searched. The search can take place on school premises or on a school visit. The searcher can require the student to remove outer clothing.