

THE ASTLEY COOPER SCHOOL



Behaviour for Learning Policy

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Rationale

The Astley Cooper School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners

Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

This policy applies to students at all times while they can be considered to be under the school's care. Aside from the normal school day, this may be when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a student at the school.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Links to other policies

Anti-bullying policy
Safeguarding /child protection policy
Mobile devices policy

House System and Rewards

Every student will join one of the six Houses.

Shakespeare
Hawking
Curie
Parks
King
Nightingale

There will be a wide variety of House competitions and events throughout the year to encourage friendly competition. The winning House will receive a trophy at the end of the school year. It is expected that ALL students represent their House whenever possible. Form Tutors will be part of the House and there will be a member of staff who is Head of House. Students will not necessarily be in the same House as an older sibling.

Students will be awarded House Points for any positive contribution they make to school life. This could be any of the following: effort and achievement in classwork / homework/ academic progress /attendance/ punctuality /good conduct & behaviour/ representing your House/ winning House competitions.

House Points will be reviewed each week during form time and parents, carers and students can stay up to date by downloading the 'Go 4 Schools' app.

Staff record House Points for students on Go 4 Schools. There is a drop-down menu for staff to select from.

Students will have an individual House Point total which will contribute to the overall total for their House.

At The Astley Cooper School, we believe that positive behaviour is best promoted by recognising and rewarding students who have made positive choices.

The school have several methods to celebrate achievements and for going above and beyond. There will be a celebration assembly at the end of each half term to recognise and reward success.

There will also be a termly rewards raffle for students who have received a 'green ticket' from a member of SLT. Green tickets are given for good work observed during lesson drop ins.

Students who consistently do the right thing will be acknowledged by being invited for hot chocolate and biscuits with the Head Teacher and being offered the opportunity to attend end of year rewards trips.

In addition, students will receive verbal praise regularly for recognising the positive choices they have made.

Departments run their own reward schemes. Examples include: the 'wall of fame', postcards home, reward trips, publicising student success on the website and school social media, phone calls home.

The school plans reward events for parents as well as students: suggestions include High achievers evening, Sports and performing arts celebrations

The Learning Environment

The Astley Cooper school expectations are displayed around the school, on communications with students and in behaviour documentation. They are the minimum we expect from all students, at all times.

Our school expectations

1. Follow instructions first time
2. Engage positively in learning
3. Respect each other and our surroundings
4. Move around the site calmly
5. Be in full uniform at all times

At the centre of positive behaviour is an appropriately structured and dynamic curriculum which engages, stretches and challenges all students. A key contributing factor to this is the quality of classroom management and teaching. Therefore, the following are essential expectations of every lesson.

The Astley Cooper Framework

Teachers will:

- Be present at the classroom door at the beginning of every lesson to welcome students into the room
- Offer genuine, positive, prosocial comments throughout the lesson
- Have a clear seating plan, detailing any additional requirements and/or needs (e.g. SEND / PP / EAL / CLA)
- Plan well-structured lessons which stimulate learning and engage students
- Take account of students' varying abilities and needs and plan learning activities which stretch and challenge them
- Mark students' work, providing both verbal and written feedback to help them make further progress
- Behave in a manner that builds a positive climate for learning
- Follow The Astley Cooper Teaching & Learning Framework structure of a lesson
- Record all incidents (positive and negative) on the school's SIMS system

Students will:

- Arrive punctually to school and to lessons
- Be equipped and ready to learn
- Make positive verbal contributions to lessons
- Comment positively on the actions of their peers
- Listen carefully to all teacher instructions
- Take pride in their appearance (by adhering to the school uniform policy), their conduct and what they say
- Treat their peers, staff and school property with respect
- Strive to always demonstrate the school core values of Aspiration, Determination and Integrity

Parents will:

- Sign the home school agreement and support their child and the school in implementing and adhering to the positive behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour, discuss any behavioural concerns and take an active interest in the life of The Astley Cooper School

Support Strategies

The school have a number a strategies to support students with positive behaviour.

Student Support Strategies (Internal)

- | | |
|-------------------------------|---|
| 1. Daily report | Students on report to form tutor |
| 2. Department report | Students report to subject leader |
| 3. HOY monitoring report | Students report to HOY and parents countersign |
| 4. Restorative work* | |
| 5. Behaviour contract | Meeting with student and parent Improvement targets set |
| 6. SEND support | Use of Teaching Assistant / intervention groups |
| 7. Pastoral Support Programme | Meeting with student, parent, HOY and SLT. 16 week (PSP) programme. External agency(s) involved |
| 8. Mentoring | school-based learning mentors/ external mentors |
| 9. Counselling | school-based counsellors/ external counsellors |

Student Support Strategies (external)

Where internal support is not enabling students to make progress and positive behaviour choices, the school, in discussion with the student and parent(s), may seek support from external agencies. These referrals are varied but commonly include:

1. Dacorum Education Support Centre (DESC) – Outreach support within school; therapeutic counselling; Hub programme (KS3); alternative provision (KS4)
2. Link Family Services – Student & family support work
3. School nurse / GP / Step 2 / CAMHS / ESMA
4. Access to Education team
5. Targeted Youth Support (TYS)
6. Intensive Families First (IFF)
7. SEND support – Specialist Teacher Advisory Service; Communication & Autism Team; Speech & Language Therapy Service; Educational Psychology Service
8. Integration team

Restorative work*

Restorative conversations should be employed to facilitate positive working relationships between the member of staff and the student concerned. This brief meeting should take no longer than 5 to 10 minutes and must occur prior to the following lesson. Where a detention has been issued, and to support staff, restorative conversations should take place during the child's detention. In this way, HOY and other senior staff will be on hand to help facilitate the restorative conversation should the need arise. These conversations can take place outside of the detention if the next lesson is scheduled before the detention. Staff must communicate this with the relevant HOY.

Inclusion & Achievement Centre **

The Inclusion and Achievement Centre, led by our Inclusion Coordinator, is an integral and vitally important part of the school, where members of staff work closely together and with students to ensure the needs of all our students are met.

1. Students may be referred to the Inclusion & Achievement Centre by a Head of Department or Head of Year where they are experiencing difficulties accessing the curriculum. Work will be provided for the student by the department and marked. Our ultimate aim, however, is to reintegrate those students back into the mainstream lessons and therefore a

review meeting will take place after the agreed time period with the student, the staff member and the inclusion Coordinator to discuss this.

2. Students may be referred for any other pastoral reasons to provide support and nurture. Programmes of support are individualised to meet the needs of each child

Bullying, Sexual Harassment, Racism and Homophobia

The Astley Cooper School have a zero-tolerance towards any Bullying, Sexual Harassment, Racism or Homophobia.

Any incidences of Bullying, Sexual Harassment, Racism or Homophobia are to be reported on G4S (for behaviour) by the member of staff. Potentially, bullying may also be reported on CPOMS (for safeguarding).

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of the school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

On Call procedures

Each department is responsible for creating their own re-set room timetable. Re-set room timetables should be clearly displayed within departments and copies given to the Inclusion & Achievement Centre, reception and Head of Year:

1. On Call is only to be used where students are displaying dangerous behaviour, refusing to go to the re-set room and/or causing persistent disruption to the learning of others
2. Staff should request On Call by either using the internal phone system – press zero for reception – by telephoning through to the school switchboard -01442 394141, or by e-mailing On Call – OnCall@astleycooper.herts.sch.uk
3. When On Call arrives, the staff member should explain quietly what has happened and then continue with their lesson. On Call will assess the situation and determine the best course of action

4. The use of On Call does not alter the need for accurate record keeping and follow up. In any situation such as those described in (1.) above, teachers should complete an incident sheet (see appendix 1) and set a -3 detention on G4S unless advised otherwise by SLT.

Mobile devices and social media

At Key Stage 3 and 4, mobile phones and other devices including personal laptops, fit bits, smart watches and headphones are not to be seen or heard on site from 08.15am until after 3.15pm. The site refers to all buildings, grounds, pathways and playground areas that form Astley Cooper School

The following actions are not acceptable and will not be tolerated by the school:

- Taking pictures or videoing any student, staff member or visitor to the school without their permission
- Distributing/posting images of any student, staff member or visitor on social media without their permission
- Sending or posting unpleasant or abusive messages

Please refer to our Mobile Devices Policy for further information.

We believe that behavioural issues that stem from the use of social media can only be effectively addressed in partnership with parents. In the event of any issues on social media (Facebook, Snapchat, Instagram and others), we expect parents to have addressed the following:

1. The source of any abusive messages should be blocked
2. The source of any abusive messages should be reported, using the platform's own reporting mechanisms
3. Privacy settings should be configured to trusted sources only
4. If your child is under 13, they should not be using the platforms; parents should remove their access
5. Particularly abusive content should be reported to the police on 101
6. Any message sent during anti-social hours (e.g. 3:00am) should lead to the parent/carer of the sender taking measures to prevent nocturnal access
7. If the above steps have been taken, then the school should be informed, with printouts provided
8. If a child has been victimised through an abusive clip on YouTube, the school and the police should be informed immediately, once the abuse has been reported to the platform via YouTube's reporting mechanisms

9. The parent/carers of children sending or receiving compromising, intimate images will be informed as soon as we become aware. Any requests for such images will be dealt with severely, as a breach of the school's Code of Conduct. Although individual circumstances may differ, this would broadly involve the parents/carers seeing these requests, a period of internal isolation, a Risk Assessment Management Plan (RAMP) considered and the involvement of the police (if considered appropriate). Any students making such requests will not be allowed to be in possession of a mobile device at Astley Cooper.

Guidance on searches

The school follows advice in the DfE Guidance in Searching, screening and confiscation advice for Headteachers, school staff and Governing Bodies. See appendix 2

Staff Training

At the beginning of the academic year, all staff receive training on positive behaviour management in order to ensure that it is consistently applied across the school. This usually happens during the September INSET days; however, subsequent training is given to new staff as they join as part of the school's Induction process.

Sanctions - Making the Right Choice

1. To be effective, sanctions must be applied in a clear, calm and consistent manner. Sanctions are not about punishment or controlling behaviour but about providing our students with an opportunity to manage their own behaviour, through recognition of where their behaviour fits on an escalating scale.
2. While expectations of students and staff will usually promote a positive learning environment, there will be occasions where students make the wrong choices. In these cases, staff will apply our G4S negative behaviour point system, which will be applied consistently throughout the school. It is hoped that this will enable the student to manage their behaviour through being able to recognise the stages their behaviour reflects.
3. Where a student receives a sanction due to difficult behaviour, they will be sent to the department re-set room. If any dangerous behaviour occurs, on call will be sent for.
4. When students are displaying dangerous behaviour, refusing to go to the re-set room and/or causing persistent disruption to the learning of others, it is important that staff complete an Astley Cooper incident sheet (see appendix 1). This is a legal record which may be used in any subsequent investigation into the incident.

5. Where a student persistently fails to make the right choices and/or displays difficult or dangerous behaviour, they may be withdrawn from lessons for a period of time. This will be decided by the relevant HOY and/or SLT (see section on isolation)

THE ASTLEY COOPER SCHOOL
Behaviour For Learning – Making the Right Choice



Verbal Warning

Restorative conversation in department

Student detention for ten minutes

Student sent to re-set room

Parents contacted by telephone by subject teacher

One hour detention issued

Not serving a detention will result in escalating sanctions up to (and including) suspension

Parents contacted by telephone and letter

Withdrawn from lessons

Restorative conversation needed by HOY/SLT

Bullying & abuse (verbal, physical, sexual, homophobic or racist), theft and bringing the school into disrepute through anti-social behaviour are always serious offences and may lead to severe sanctions. Dangerous behaviour will lead to On Call being requested.

Further strategies to support the Behaviour for Learning Policy

Behaviour systems	
In Class Verbal Warning by class teacher Restorative conversation in department Student detention for ten minutes by class teacher Restorative conversation in department Student sent to department re-set room Parents contacted by telephone by subject teacher Subject Report Subject Behaviour Contract Referral to Department SLT Link	Outside of Class Verbal Warning by member of staff Restorative conversation by member of staff. Member of staff to inform Form Tutor Student detention for ten minutes by member of staff Restorative conversation by Form Tutor Student sent to Pastoral re-set Area Parents contacted by telephone by Head of Year Head of Year Report Head of Year Behaviour Contract Referrals to internal and/or external Student Support strategies Refer to Pastoral SLT Link
There may be circumstances whereby both Heads of Department and Heads of Year need to meet to discuss appropriate action.	

Below are a number of further strategies the school may use to support behaviour for learning:

- Behaviour contracts
- External agency referrals
- Local Pupil Referral Unit Support
- Fixed Term Exclusions
- Alternative Education arrangements made for a student's education elsewhere

Detentions

Any member of staff can set a detention. A break detention is for 10 minutes and this can be held at break, lunch or after school depending on the teaching commitment of that teacher. Parents/carers do not need to be contacted for a 10 minute detention set by staff.

An after school detention must be set on G4S and the member of staff is responsible for making a phone call home to parents/carers informing them about when the detention will be set and that the detention will be for one hour after school. If the detention is set by a member of the SLT, they will contact home to inform parents/carers about the detention.

The member of staff who set the detention is expected to complete an RJ with the student during the detention.

Special consideration

If a parent /carer feels that their child should be exempt from this policy due to special educational needs, a medical need or disability, they should write to the Headteacher detailing their reasons for consideration. All cases will be reviewed on an individual basis

Isolation, Suspension and Permanent exclusion

Isolation from lessons

- I. Isolation from lessons is reserved for serious offences and will always involve the HOD/HOY in conjunction with the Senior Team Link in the first instance.
- II. Isolation from lessons for the remainder of the day. The HOD/HOY with advice from SLT will decide if this may be appropriate, they will organise work for and supervision of the isolated student concerned. Mediation to take place through the appropriate member of staff and with other parties.

- III. Internal isolation for one or more days. This will occur in agreed cases or when all other strategies including withdrawal from lessons have been tried, the HOD/HOY to discuss situation with the SLT Link and make recommendations to the Lead behaviour Professional. Parents are always informed. Targets should be set in order to help modify behaviour effectively.
- IV. Multiple internal isolations will result in external suspension, though the context in each case will be considered individually.

External Suspension for 1-5 days.

- I. The HOD/HOY will discuss the situation with the Senior Team Link. Any recommendations will be put to the Head. The Head to be responsible for deciding the length of the exclusion and informing parents in writing. The HOY or link (by agreement with the HOY) will endeavour to telephone parents to inform them of circumstances. Under statutory obligations, it is the parent's duty to supervise their child for the five days of the exclusion; the school will provide work via Google classrooms.
- II. After the fifth day, the school will have the 'rights and responsibilities' for the student to be educated at an alternative placement arranged by Astley Cooper
- III. Students at risk of a permanent exclusion will be offered additional support through a pastoral support programme (PSP). This can run for up to 16 weeks with a review after 8 weeks. A senior member of staff will supervise the PSP alongside other professionals from outside the school.

Alternatives to permanent exclusion


- I. Managed Move – Student will be integrated into another school to enable a fresh start. This will be a local agreement between Headteachers with the cooperation and full knowledge of all parties involved, including parents, students and the Local Authority.
- II. Curriculum alternatives at KS4 which will include attendance at a further education college or another form of alternative provision such as DESC. This can only be authorised by the Head and would only occur after discussion with the HOY and Senior Team (as above). These will be supervised by the school and weekly link meetings with students and the alternative placement provider will be carried out by the school.
- III. Students may be suspended for up to 45 days in one year. Members of the Governing Body must see them if they are excluded for more than 15 days. After the fifth day, the school will have the 'rights and responsibilities' for the student to be educated at an

alternative placement arranged by Astley Cooper. The Head will inform the Governing Body and the L.A. concerning exclusions, as appropriate under the terms of the Education Act 1977 and The Education and Inspections Act 2006.

Permanent Exclusion.

- I. A decision to exclude a student permanently will be taken only:
 - a). in response to serious and/or persistent breaches of the school's behaviour policy;
 - b) . if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- II. A decision to exclude a child permanently is a serious one and will be taken when the basic facts have been established on the balance of probabilities. It is the final step in a process for dealing with disciplinary offences following other strategies which have been tried without success. It is an acknowledgement that school has exhausted all available strategies.
- III. The Statutory guidance on exclusions 2017 states that 'where practical, the headteacher should give the student an opportunity to present their case before taking the decision to exclude'.
- IV. The Headteacher will use their professional judgement based on individual circumstances of the case when considering whether to exclude a student. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion. The list is not exhaustive and is intended to offer examples rather than be complete or definitive.
 - Physical assault against a student
 - Physical assault against an adult
 - Verbal abuse or threatening behaviour against a student or adult
 - Use, or threat of use, of an offensive weapon or prohibited item
 - Bullying
 - Racist abuse
 - Abuse relating to sexual orientation or gender reassignment
 - Abuse relating disability

Appendix 1 The Astley Cooper incident sheet



The Astley Cooper School

Aspiration, Determination, Integrity

Astley Cooper School Staff Incident Sheet				
ALL INCIDENT SHEETS TO BE ACTIONED WITHIN 24 Hours:				
Incident →	Teacher →	HOD/HOY →	Taken to SLT →	Student's file via HOY
Student (s) Involved:			Tutor Group:	
Other Staff involved (witnesses):				

Day & Date of incident:

Room/Area:

Period:

I

2

B

3

4

L

5

Time of incident:

INCIDENT/AREA of concern (tick):

☐ Removed from lesson for poor behaviour
☐ Verbally abusive to a member of staff
☐ Discrimination – racist, religion, physical, gender
☐ Refusal of staff authority
☐ Breaking Health & Safety Rules

☐ Involved in a fight
☐ Classroom Disruption
☐ Sexual Harassment
☐ Theft
☐ inappropriate items

☐ Bullying/ peer on peer
☐ Vandalism
☐ Truancy
☐ Other (Please specify)

KEY EVENTS
 (Please outline the sequence of events and include what actions you have taken. Be succinct and to the point)

PLEASE WRITE YOUR ACCOUNT. BE FACTUAL NOT PERSONAL - SPECIFY THE SEQUENCE OF EVENTS

-
-
-
-
-

Please continue over page if required

Actions taken (tick):

☐ Spoken to
☐ Given time out
☐ Verbal warning

☐ Phone call home
☐ Log on CPOMS if appropriate

☐ detention
☐ Other support given (please specify)

<p>ACTION TAKEN BY HOD/HOY (to be completed by HOD for all incidents taking place in curriculum time) or HOY (other incidents)</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Phone call home (date) <input type="checkbox"/> Exit Timetable <input type="checkbox"/> Placed on departmental report (length of time?) <input type="checkbox"/> Detention </div> <div style="width: 50%;"> <input type="checkbox"/> </div> </div> <p>Date: _____ Signature (HOD/HOY): _____</p>	<p>FURTHER ACTION TAKEN BY SLT</p> <p>Date: _____ Signature SLT: _____</p>
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Name of Staff:

Signature:

Dept:

Date:

Appendix 2 Search policy

Allegations to be investigated and written down. Balance of Probability and risk to be evaluated.

- Student to be removed from circulation if there is a suggestion of the student having in their possession an inappropriate item which could be regarded as a Health and Safety risk to members of the school community. If there is nothing found students should be returned to lessons at the start of the next lesson, to minimise disruption. (On the grounds of Health and Safety some students will not return to lessons on that day)
- Practical searches should take place in SLT offices wherever possible.
- Two members of staff to be present. At least one of the same gender as the student and over 18 years old. The lead member of staff needs to be from SLT or a HOY.
- The student is invited to co-operate in the safety check, empty their belongings on to the table. This will include their bags and all pockets. At times it is necessary to check the student's blazer. This should be handed over to one of the members of staff.
- There is to be no physical contact between the members of staff and student. Searches are carried out using the Security Wand or visual observations.
- If an item is found on the student the appropriate action is to be taken, including confiscation. If nothing has been found then the student is to be thanked for their co-operation, returned to class at an appropriate time, with further investigation if needed.
- If a suspected illegal weapon is seized it must be delivered to the police as soon as it is reasonably practical. If the police are not coming to the school to collect the weapon, then it must be stored in a locked cupboard until it can be delivered to the police. The head teacher will arrange a written note to the police recording delivery of the seized item. The note will include:
 - Name, year, sex, ethnicity of pupil searched
 - Grounds of suspicion
 - Time and place of search
 - Who searched the student
 - Who else was present
 - What if any reasonable force was used, and if so why.