

THE ASTLEY COOPER SCHOOL



Behaviour for Learning Policy

Updated September 2024

Headteacher: Mr S Orsborne
St Agnells Lane, Hemel Hempstead, HP2 7HL

Tel (01442) 394141

E-mail admin@astleycooper.herts.sch.uk

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 developing a sense of responsibility on the part of our students, and dynamic interventions that support learners in improving their resilience.

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
- Staff code of conduct

Links to Government publications

Department of Education 'Behaviour in schools' advice for headteachers and staff including any updates to this document that the school may wish to use to support positive behaviour for learning

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 and 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.

Examples of the kind of behaviour we might reward in line with ACS values:

- Honesty
- Student leadership
- Great effort
- Asked for help
- Good homework

- Used feedback
- Being respectful
- Good manners
- Being understanding
- Co-operation
- Verbal contribution
- Volunteer
- Used feedback
- Going above and beyond
- Extra-curricular involvement

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
- Follow the ACS recommended entry and exit policy for every class, including taking the register in the first ten minutes of the lesson.
- 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
- Use the De-escalation scripts and behaviour learn cards, departmental support and centralised systems for dealing with off-task behaviours
- Record all incidents (positive and negative) on the G4S system

Students will:

- Arrive punctually to school and to lessons
- Be equipped and ready to learn
- Engage positively in learning
- Follow teacher instructions first time.
- 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 Respect, Responsibility and Resilience
- Use their phone pouch every day

Parents will:

- Sign the home school agreement and support their child and the school in implementing and adhering to the behaviour for learning 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
- Communicate with staff in an appropriate way avoiding offensive and aggressive language and behaviour

Support Strategies

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

ACS Behaviour Provision Map for students with 50 or more negative (behaviour) points on Go4Schools

Green +50 points	Amber +100 points or 3 x suspensions/isolations	Red + 150 Points
Form tutor report	HOY report	SLT report
Student mentor	Teacher mentor	DESC mentor
Reflect and restore (social interaction intervention)	Behaviour Intervention plan	Pastoral support programme
ACS doing it right tick list	Boxing Intervention	Adapted timetable
Parental engagement	2 min reset in the classroom card	DESC Hub/respite/Managed move
Learning behaviours intervention	DESC referral	SLT mentor
Check SEND and literacy levels	Pathway withdrawal from lesson for a fixed period	Jamies Farm

Timetable RAG - unpick and address problem subjects		
Letter home informing student is accessing targeted behaviour intervention - Level green	Letter home informing student is accessing targeted behaviour intervention - Level amber	Letter home informing student is accessing targeted behaviour intervention - Level red
Small Group Work	Targeted Support	Tailored Support strategies
STEPS analysis	Adapted Curriculum	Bespoke Timetable
ESC advice	ESC Outreach	ESC In-reach/Respite
Integrated Services for Learning	Speech, Language, Communication & Autism Team	ISL Triage
Local Community Counselling Services	Safe Space Counselling	Art Therapy
Family Support worker/ Team around the Family	Families First Assessment	ESMA
Educational Psychologist	CAMHS /Step2	PALMS
SEND SAS Advice	0-25 together team	Specialist Outreach

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.

The Pathway centre

The Pathway centre, led by our SENDCo and Assistant SENDCo, 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 Pathway 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.

Mobile phones

Mobile phones can be a fantastic asset when used properly, but research shows that young people have a growing addiction to mobile phones and the social media accessed on them. Mobile phone misuse in school has been detrimental to learning and behaviour. As a result, mobile phones are not allowed to be used during the school day. Instead, phones are stored in a pouch.

Every student has a personal pouch. While the pouch is school property, it is the student's responsibility to bring them to school every day in good working condition and to lock their phone in the pouch at the start of the school day.

If a student forgets their pouch, they will need to leave their phone in a named envelope in reception for collection at the end of the day

If a student purposely damages a pouch, this will be considered vandalism and will be treated as such. Parents will have to pay for a replacement pouch. Examples of purposeful damage are:

- Ripped fabric
- Cut fabric
- Torn fabric
- Bent/cut pin

Any phone outside a pouch is considered a prohibited item. The consequence of this is confiscation. The length of time a phone is confiscated will depend on how many times this behaviour has occurred:

- First confiscation – returned to the student at the end of the day
- Second confiscation – returned to the student at the end of the next school day (1 school day)
- Third confiscation - student banned from bringing a phone into the school building for the remainder of the half term. Parents/carers will be invited to a meeting to discuss phone use with a member of the senior team

Further measures may be considered in conjunction with parents if students repeatedly fail to follow the rules regarding mobile devices.

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 Pathway 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 the relevant sections on G4S behaviour log and set a -3 detention on G4S unless advised otherwise by SLT.

Guidance on searches

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

The use of reasonable force

'Reasonable' means 'using no more force than is needed'.

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. Behaviour training has been a termly feature of twilight staff sessions as well.

Sanctions - Making the Right Choice

Addressing off-task behaviours in the classroom using common, calm and consistent language and routines. Students will be given warnings and the teacher will use agreed language to address behaviour concerns in class.

- Common entry policy to help start all lessons consistently
 - Meet at the door, students go quietly to seats, 'do now' task on the board, teacher counts down to start of the lesson
- Common exit policy to help all lessons end consistently
 - Students stand quietly behind their seats, 3 quick questions about the lesson, dismissed by row
- Give warnings according to school script
 - I'm asking you to ...
 - I'm reminding you to...
 - I'm telling you to.....
 - Restorative conversation (in room or out) and change of seat
 - Final warning
 - Reset room
 - Detention
- Use Paul Dix scripts to de-escalate potential flashpoints
 - I've noticed...
 - Rule reminder (eg 'you know you can't talk at this point in the lesson')
 - Connect to a consequence
 - Remind of previous positive behaviour
 - Set time frame and allow take up time
 - Thank them for listening
- Use the behaviour learn cards to minimise disruption to lessons caused by behaviour
- Use Departmental sanctions such as Re-set room and reports and discuss with your Head of Department.
- Use centralised detentions where necessary. Remember to record on G4S and complete the RJ

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 communicating the reason to parents/carers via G4S and/or by phone. 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.

Centralised detentions are currently managed by SLT and admin staff and are $\frac{3}{4}$ hour for lateness and 1 hour for behaviour incidents

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. THE R&R room. The Reflect and relaunch (R&R) room is where students are taken by on-call when they are found out of lessons or cannot be placed in a departmental re-set room. They complete work in silence from a bank of core subject resources until the end of the lesson. They then go to their next class. Their presence is recorded as isolation (-0) on G4S. If they have truanted, walked out of class or been sent out of class, their class teacher will give them a centralised -3 detention on G4S.
- II. Planned 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.
- III. 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.
- IV. 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 the 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.
- V. 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 – A 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

1. 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.
2. 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.
3. 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'.

4. 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.

- a. Physical assault against a student
- b. Physical assault against an adult
- c. Verbal abuse or threatening behaviour against a student or adult
- d. Use, or threat of use, of an offensive weapon or prohibited* item
- e. Bullying
- f. Racist abuse
- g. Abuse relating to sexual orientation or gender reassignment
- h. Abuse relating disability

*A list of prohibited items can be found in appendix 3

Appendix 1

Tariff for different behaviours – sanctions

Examples of typical sanctions for negative behaviour (None of these are definitive, the actual sanction will depend on the context)

Behaviour Type	Sanction
Physical aggression – Student	After school detention/isolation/1-5 days suspension or permanent exclusion
Physical aggression – Staff	suspension or potentially Permanent exclusion
Bullying	After school detention/isolation/1-5 days suspension or permanent exclusion
Damage – Property	After school detention/isolation/1-5 days suspension/pay for damage
Refusal to comply (defiance/insolence)	Break time detention/After school detention/isolation/phone call home
Disruption	Break time detention/After school detention/isolation/phone call home
Equipment – lack of	Break time detention/After school detention/phone call home
Extremism	After school detention/isolation/1-5 days suspension
Homework – lack of	Break time detention/After school detention/phone call home
Inadequate work	Break time detention/After school detention/phone call home
Missed detention	After school detention/isolation
Late – Lesson	Break time detention/After school detention/phone call home

Late – School	Break time detention/After school detention/phone call home
Racist incident	Isolation/1-5 days suspension/ permanent exclusion
vaping	Break time detention/After school detention/phone call home 1-5 day suspension
Theft	Break time detention/After school detention/phone call home/Isolation
Truancy	Break time detention/After school detention/phone call home
Uniform	Break time detention/After school detention/phone call home
Verbal abuse – Student	After school detention/isolation/1-5 days suspension
Verbal abuse – Staff	After school detention/Isolation/1-5 days suspension

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.

Appendix 3 - Prohibited items

The government guidance on prohibited items is contained within the document - Searching, Screening and Confiscation Advice for schools - which can be found [here](#). The list below is taken from the current guidance - dated July 2022 - however the school will use any updates to this version when considering the implementation of this policy.

Prohibited or illegal items

58. Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in paragraph 59 below issued by the Secretary of State.

59. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

60. Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

61. Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

62. If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.²⁰ Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images. See paragraphs 72-79 for further advice on searching electronic devices.

63. Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraph 64 below.

64. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

65. Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

66. Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraphs 67-68.

67. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

68. If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

69. Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraph 70.

70. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

71. Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.