

THE ASTLEY COOPER SCHOOL



Behaviour for Learning Policy

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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.

This includes any behaviour, at any time, which damages the school reputation or has a negative impact on the good order and smooth running of the school.

Links to other policies available [here](#)

- Anti-bullying policy
- Child protection policy
- [Dacorum Schools Behaviour Charter](#)

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

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 regular celebrations in assemblies to recognise and reward success. 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, 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:

Respect	Responsibility	Resilience
Honesty	Student Leadership	Student Leadership
Being respectful	Great Effort	Great Effort
Good manners	Asked for Help	Asked for Help
Being understanding	Good Homework	Used Feedback
Co-Operation	Used Feedback	Verbal contribution
	Volunteer	Volunteer

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.

The Astley Cooper Way

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...	Students will...	Home will...
<ul style="list-style-type: none">• Welcome students through the door at the start of every lesson• Follow the ACS entry and exit routines• Have a clear seating plan• Deliver well-structured lessons that stimulate learning and engage students and follow the Astley Cooper Teaching Framework• Teach inclusively, taking into account any need to support and scaffold or to stretch and challenge• Mark students work in-line with their department policy• Use the appropriate behaviour strategy, de-escalation strategy or support mechanism where behaviour does not meeting expectations	<ul style="list-style-type: none">• 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• Conduct themselves in-line with The Astley Cooper Way• Strive to always demonstrate the school core values of Respect, Responsibility and Resilience• Use their phone pouch every day	<ul style="list-style-type: none">• 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

<ul style="list-style-type: none"> Record all incidents (positive and negative) on the G4S system 		
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Support Strategies

The school has a number of strategies to support students with positive behaviour including, but not limited to:

- Reports
- Restorative conversations
- Mentoring
- Parental Meetings
- Targeted behaviour interventions, including boxing, Jamie's Farm, art therapy
- SEND support
- Counselling
- Behaviour plans, including risk reduction plans and pastoral support plans
- DESC referral

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 should occur prior to the following lesson. Where a detention has been issued, and to support staff, restorative conversations can take place during the child's detention. In this way, Heads of Year and other senior staff will be on hand to help facilitate the restorative conversation should the need arise.

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.

Where necessary, teachers will follow the Warn, Move, Remove process as follows:

Warn	Teacher will issue a warning to the student, reminding them of the behaviour that is expected
Move	Teacher will move the student to another seat in the classroom to support improved behaviour, and remind them of the behaviour that is expected
Remove	Teacher will send the student to the Reset Room in their department area or ask On Call to remove the student if the former is not appropriate

Detentions

After school detentions are 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. After school detentions take place on a Thursday for 45 minutes, which escalates to 1 hour and 15 minutes on a Friday if Thursday is not attended.

The member of staff who set the detention is expected to complete a restorative conversation 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

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 the phone lockbox 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, following a 30-minute detention
- Second confiscation – returned to the student at the end of the next school day (1 school day), plus a 30-minute detention
- Third confiscation - returned to the student after 5 school days, plus a 30-minute detention
- Fourth 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.

Searches and prohibited items

The school follows advice in the DfE Guidance in “Searching, screening and confiscation: guidance for schools”. This can be seen on the Gov.uk website [here](#). This guidance also includes reference to prohibited items as defined by the DfE and the school use this guidance to inform any possible consequences of bringing such items into school.

The use of reasonable force

‘Reasonable’ means ‘using no more force than is needed’. This school follow the DfE guidance ‘Use of reasonable force in schools’ which can be found on the Gov.uk website [here](#).

Isolation, Suspension and Permanent exclusion

Students may be isolated due to persistent poor behaviour or dangerous behaviour.

Students can be isolated in any of the following ways:

- For a period of time within department
- For the remainder of the day with a Head of Year or member of the senior team
- For one or more days with a member of the senior team

External Suspension for 1-5 days

The Headteacher is the only person who can make a decision about suspension from school, however, a suspension may be communicated to home by another member of staff. In such an instance, parents/carers and any relevant external support will be informed by phone, or by email in the event that contact cannot be made by phone, and this will be followed up by a formal letter in writing.

If a student is suspended, it is the parent/carer's duty to supervise their child and ensure they are not in the community during school hours. The school will provide work via Google Classroom. If a suspension is longer than 5 days, the student will be educated at an alternative placement arranged by Astley Cooper.

Where a student is suspended for more than 15 days in one term, members of the Governing Body will meet with the school, parents and student.

Alternatives to permanent exclusion

Students who are repeatedly suspended or are at risk of permanent exclusion may be offered additional support through a Pastoral Support Programme (PSP) or Risk Reduction Plan (RRP), which can run for up to 16 weeks, with regular reviews, and, where appropriate, support from professionals outside of school.

If the PSP/RRP and support in place does not have impact, one or more of the following strategies may be used:

- Directed off-site education
 - The student will be directed to have their education at another school / educational establishment for an agreed period of time, usually 2 weeks.
- Managed Move
 - The 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.
- Curriculum Alternatives
 - Attendance at an alternative provision such as work experience, college or DESC. This can only be authorised by the Headteacher and would only occur after discussion with the Head of Year and senior team. These placements are monitored by the school and regular link meetings with the provision, school, parents and students will be carried out.

Permanent Exclusion

The decision to exclude a student permanently will only be taken:

- in response to serious and/or persistent breaches of the school's behaviour policy
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The 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. The statutory guidance 'School Suspensions and Permanent Exclusions 2024' states that 'Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so'.

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

Concerns about behaviour

If a parent/student has any concerns about behaviour towards themselves or others, they should communicate first with their form tutor. If necessary, this can then escalate to the Head of Year or SLT.

If there is a complaint about an incident or outcome, then the [complaints policy](#) should be followed.