

THE ASTLEY COOPER SCHOOL



Positive Behaviour Policy

Updated January 2020

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Rationale

Positive behaviour is essential for a successful learning environment. All members of the school community should work together to recognise, reward and promote positive behaviour and to effectively support our students and families in making positive choices. The school is committed to STEPS, a therapeutic approach to behaviour management and this is reflected in the following shared principles:

- A focus on inclusion of children and young people
- A set of values and beliefs about understanding behaviour
- All adults should act as positive role models
- Open communication
- A commitment to diversion and de-escalation
- Risk Reduction Planning
- Reparation, reflection and restoration

Aims

- To establish and maintain therapeutic approaches to behaviour management which are consistently applied across the school
- To ensure that behaviour and behaviour management procedures align with the school's core values of Aspiration, Determination and Integrity
- To ensure that every member of the school community behaves with consideration and respect for each other
- To ensure that parents/carers are fully involved in every aspect of their child's education

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.

The Learning Environment

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.

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
- Begin lessons with a clear learning objective and a starter activity; end lessons with a review of learning (plenary)
- 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

Rewards

At Astley Cooper, we believe that positive behaviour is best promoted by recognising and rewarding students who have made positive choices. Students may be rewarded in any of the following ways:

1. A drop down menu can be accessed (on SIMS) to reward students during lessons or around the school. Merits can be awarded by any member of staff for a variety of positive behaviours including: attendance, punctuality, classwork, homework, conduct, positive progress, community involvement, engagement, aspiration, determination, integrity
2. Verbal praise will be regularly given to all students to recognise the positive choices they have made.
3. All teachers will make positive phone calls home to parents / carers on a weekly basis
4. At the end of each month, one student from each year group will be nominated for a Headteacher commendation
5. At the end of each term, reward assemblies for each year group will be held which award certificates for:
 - 100 % attendance
 - academic success
 - Exemplary conduct (those students with zero consequence points)

- Exemplary positive attitude (those students with the highest achievement points)
 - Exemplary contribution to school / community life
6. At the end of each term, students' achievement points are equated to raffle tickets and all students enter a draw for various prizes (as decided by the Student Council)
 7. Merit certificates will be automatically awarded to students who achieve the following levels:

Bronze	100 Merits
Silver	200 Merits
Gold	500 Merits
Platinum	1000 Merits

Sanctions

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 consequences 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 'C3' due to difficult behaviour, they will be sent to the department exit room. If the C3 is given due to dangerous behaviour, on call will be sent for. This will ensure that disruption to learning is kept to a minimum
4. 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

On Call procedures

Exit room timetables should be clearly displayed within departments and copies given to the Inclusion & Achievement Centre, reception and HOY

1. On Call is only to be used where students are displaying dangerous behaviour, refusing to go to the exit 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. Subject leaders and HOY will be provided with weekly reports on C3's issued and the use of On Call, enabling them to monitor this and provide support and training to staff where appropriate

Bullying

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.

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. Intervention in Inclusion & Student referred by Subject Leader
Achievement Centre**
8. Pastoral Support Programme Meeting with student, parent, HOY and SLT. 16 week
(PSP) programme. External agency(s) involved
9. Therapeutic interventions***

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 C3 has been issued, and to support staff, restorative conversations should take place in the Inclusion & Achievement Centre prior to the student beginning their C3 detention. In this way, HOY and other senior staff will be on hand to help facilitate the restorative conversation should the need arise. All staff have also been provided with a restorative script to help ensure the conversation is structured and positive.

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 subject leader 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. Other students may be referred to the Inclusion & Achievement Centre for behavioural reasons. They may be referred by subject leaders or by HOY. These students may work in groups or on a one to one basis. Work with these students focuses upon understanding underlying causes of behaviour and setting achievable targets to help them re-evaluate the behaviour in the classroom. This has a hugely positive impact on their learning in school.
3. Students may be referred for any other pastoral reasons to provide support and nurture.

Therapeutic interventions***

A vital part of our therapeutic work with students is identifying the barriers that are preventing them from making positive choices and seeking to put in place strategies to address these. This involves an individualised approach, understanding why students behave in the way that they do and teaching students strategies to begin addressing this. Interventions used include:

1. Anxiety mapping Working with the student to identify times of the day, subjects, teachers, students where anxiety may be raised and completing a 'predict and prevent' plan in order to minimise this
2. Roots & Fruits Looking more deeply with the student to identify why difficult or dangerous behaviour occurs, linking to anti / un social feelings and experiences
3. Action plan Following individualised work with the student, create an action plan which will be circulated and followed by all staff

Student support (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
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

Mobile devices and social media

Students are allowed to use mobile devices at break and lunchtime only. At all other times, mobile phones should be switched off. If they are seen or heard, staff will confiscate the phone and should hand the phone to the Headteacher's PA with the student's name clearly labelled:

- On the first occasion, the student may collect the phone at 3.15pm
- On the second occasion, the student's parent/carer will make an appointment to collect the phone and discuss their child's usage with the appropriate HOY
- On the third occasion, the student and parent will be notified that they are no longer allowed to bring a mobile device onto the school site

The following uses of mobile phones are strictly prohibited at all times:

- 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

Sixth form students may use their mobile devices in the sixth form area and in lessons if directed by staff. They are not permitted to use their devices around the site outside of break and lunchtime

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











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.

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

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Respect for Learning – The Consequences System (Student Version)

Consequence	Examples of students' actions	Outcome
		Informal warning
C1	<ul style="list-style-type: none"> • Failure to follow simple requests • Being unprepared for learning • Lateness to lessons (up to five minutes) • Not following school rules 	Verbal Warning Restorative conversation in department
	 	
C2	<ul style="list-style-type: none"> • Ignoring initial C1 warning • Persistent poor behaviour • Continued disruption of lesson • Lateness to lessons (six – ten minutes) 	Student detained for ten minutes Department action Restorative conversation in department
	 	
C3	<ul style="list-style-type: none"> • Ignoring C1&C2 • Refusal to follow instructions • Rudeness to staff • Persistent disruption to lesson • Lateness to lessons (over ten minutes) 	Parents contacted by telephone by subject teacher Student sent to exit room Restorative conversation in Inclusion & Achievement Centre One hour detention issued
C3b	<ul style="list-style-type: none"> • Failure to attend C3 detention without prior, acceptable reason 	Parents contacted by telephone by Inclusion Coordinator / HOY One hour thirty minute Friday detention
	 	
C4	<ul style="list-style-type: none"> • Refusal to move to exit room • Missing a school detention with no acceptable excuse • Aggression or physical force • Persistent refusal to follow school rules 	Parents contacted by telephone and letter Withdrawn from lessons Restorative conversation
	 	
C5	<ul style="list-style-type: none"> • Persistent C4 behaviour • Refusal to follow withdrawal room procedures • Physical assault 	Meeting arranged with parents External agencies involved Possible fixed term exclusion
	 	
C6	<ul style="list-style-type: none"> • Persistent C5 behaviour • Possession of inappropriate objects / substances 	Alternative arrangements made for a student's education elsewhere
<p>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 C3 - C6 depending on the severity of the incident. Dangerous behaviour will lead to On Call being requested and may lead to C3 – C6 depending on the circumstances and severity of the incident</p>		