



BEHAVIOUR AND EXCLUSIONS POLICY (including Anti-Bullying Strategy)

Status	Statutory	Date created in this form	April 2012
Any other statutory names for this policy		Date first approved	June 2012
Responsibility for this policy	Deputy Headteacher	Date last reviewed	June 2018
Governors' Committee with responsibility for its review	T&L Committee	Frequency of review	Every three years
Tick here if Bucks Policy attached in its entirety		To be put on the school website?	Yes
Approval necessary	Whole Governing Body		

This policy has been written with regard to the Education Act 2011 and takes into account previous provisions already made under the Education and Inspections Act 2006.

The main principle underlying our Behaviour and Exclusions policy is to instil in our students self-discipline and a sense of appropriate behaviour. This is achieved through having consistent approaches to rewarding good behaviour and applying a robust sequence of sanctions for those whose behaviour falls short of the high standards we expect of the students at Aylesbury High School.

The creation of a secure and caring environment is the responsibility of everyone within the school community: students, staff and parents/carers. Everyone is of equal value and is to be treated with respect accordingly, regardless of gender, sexuality, disability, cultural, racial, religious, family background or any of the protected characteristics under the 2010 Equality Act.

Great emphasis is placed on developing good relationships throughout the school community, with everyone being encouraged to show respect for the feelings, views and values of others. All students are given the opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others.

Bullying and abuse of any kind will **not** be tolerated.

The school is a welcoming place of which we can all be proud, with a positive working atmosphere. Everyone should show respect for the environment, the buildings, grounds, displays of work and the way in which we present ourselves. This includes displaying high standards of behaviour and standards of dress beyond the school gate.

Rewards

We hope that every student will experience, at least some time in their career at the school, public recognition and reward for success. There are many opportunities throughout the year to take part in House events, to contribute to school events and to gain recognition for achievement. We operate a recognition and reward system which is reflected in such things as:

- Merit marks and Sixth Form Academy Awards
- Stickers for multiples of 10 merits and certificates for multiples of 25
- Termly draw of students with high numbers of merits/commendations
- E-mails home regarding good behaviour
- Comments/grades in marking
- Reports
- Active Tutoring
- Verbal comments which praise and encourage individual students
- Certificates presented in assembly
- Sports colours
- House colours
- Work on display
- Positions of responsibility
- Certificate evenings (GCSE and A Level)
- Presentation Mornings (Years 7, 8, 9 and 10)
- Press and publicity
- Year 11 lunchtime passes
- Sixth Form privileges

Sanctions

When standards are not kept to, students must be prepared to take the consequences of their behaviour. If a student needs to be disciplined, it is in the hope that they will take responsibility for their actions and change their behaviour. Activities which lead to sanctions include:

- Failure to complete homework on time in a subject on 2 occasions within a 4 week period
- Failure to attend detentions
- Misbehaviour in lessons
- Lateness to school and to lessons
- Truancy/skipping lessons
- Being found off site without permission/going out without signing out
- Theft
- Verbal and/or physical violence against others
- Bullying and discriminatory behaviour towards others
- Misuse and/or possession of: knives, weapons, fireworks, stolen items, phonographic images, tobacco, solvents, alcohol, illegal substances, legal highs or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Misuse of social media and electronic communication
- Lack of respect for others or the school site
- Bringing the school into disrepute
- Inappropriate behaviour or malicious behaviour towards school staff

Refer to Appendix A for information on dealing with student conduct beyond the school gate.

Most problems are dealt with immediately by the classroom teacher or form tutor. Staff also have the power to confiscate students' property if necessary. In more difficult cases, however, a referral system operates and a number of sanctions may be applied, depending upon the individual student and the type and severity of the behaviour. These include:

- Placing the student in a work or behaviour-based lunch time detention
- Referral to the Year Head, Leadership Team member or Headteacher
- Placing the student in an after school detention (to be issued via the Year Head only)
- Withdrawal of privileges, e.g. detention, denial of trips, visiting speakers, performances, end of year assemblies
- Placing the student on report
- Contacting parents and maybe inviting them into school
- Internal exclusion – student is detained by a member of the leadership team, for part or all of the school day
- Exclusion – fixed period or permanent.

Although the Education Act 2011 gives schools powers to issue all detentions without 24 hours' notice, the school does provide parents with 24 hours' notice when an After School detention is issued, recognising that revised transport arrangements will sometimes be required.

Year Heads who deal with more serious or persistent incidents are linked to a member of the Leadership Team who can provide advice and ensure consistency of approach.

Physical intervention/Positive handling

Aylesbury High School complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. This guidance states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent children or young people hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is always unlawful to use force as a punishment.

Headteachers and members of the leadership team can use such force as is reasonable in certain circumstances e.g. searching¹ for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Any searches will take place with an additional member of staff present.

If the use of force is necessary, reasonable adjustments for disabled children or young people with special educational needs will be made.

Any use of force or restraint, should be recorded and signed by a witness and the parent/carer will be informed of the incident.

¹ We comply with the Department for Education Guidance, 'Searching, screening and confiscation' - Advice for headteachers, school staff and governing bodies, January 2018.

Exclusions

There are three types of exclusion. Only the Headteacher, or the Deputy Headteacher in their absence, has the right to exclude a student. Parents/Carers are informed, usually by telephone and always by letter, and invited in to meet the Headteacher, or, in their absence, the Deputy Headteacher, when the student returns to school.

1. Internal exclusions – these are used for the most minor types of breaches of behaviour.
2. Fixed period exclusions – these involve students spending a fixed number of days out of school. Incidents involving either verbal abuse or physical violence may result in fixed term exclusion. Fixed term exclusion may also be used for serious breaches of discipline such as persistent intimidation of other students, persistent disruption of lessons, or illegal acts which may require the involvement of the police. In the case of incidents involving theft or illegal substances, the police will be contacted (see Drugs Policy).
3. Permanent exclusions may be used in some situations and parents/carers are immediately informed. It should be noted that a fixed term exclusion cannot be converted into a permanent exclusion. If a student is to be excluded permanently, this is an entirely separate exclusion.²

Some students may have special educational needs or disability that will require higher levels of support or a One Page Profile. Where particular support is required, a plan is drawn up with the support of the SENDCo, parents/carers and external agencies to ensure that these students can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary, Risk Assessments for individuals or groups of students are used to support staff in keeping them safe. Multi-Agency assessment will be sought quickly for students who display persistent disruptive behaviour. In all cases, the previous record of the student will be considered and may influence the pattern of sanction applied.

In addition to the above, the school adheres to the DfE's Guidance on Exclusions, updated September 2017, regarding the role of the Governing Body in considering exclusions and in considering the reinstatement of an excluded student.

Where a student's behaviour is causing such concern that exclusion seem likely in the future, she will be placed on a Pastoral Support Plan by the Head of Year, which could involve working with outside agencies to provide support for the student.

When an exclusion is put in place, the following procedure applies:

- The school is responsible for sending work home for the first five days of an exclusion
- The school is responsible for providing education (ie not just sending work home) from the 6th day of a fixed period exclusion
- In exceptional circumstances, where a fixed period exclusion is immediately followed by a permanent exclusion, the school is responsible for providing education until the 6th day of the permanent exclusion

² In exceptional cases (usually where further evidence has come to light) a further fixed period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

- The Local Authority is responsible for providing education from the 6th day after a permanent exclusion
- In exceptional circumstances, formally arranged part-time timetables may be necessary but must be notified to the Local Authority and reviewed regularly.

How this policy relates to other school policies

This policy should be read alongside the school's policies for:

Equality, Diversity and Community Cohesion

Drug Education and Incidents

Special Educational Needs and Disability

Child Protection and Safeguarding

Roles and Responsibilities

The **Governing Body** is responsible for monitoring:

- that the procedures and strategies related to school's Behaviour and Exclusions Policy are implemented
- the number of exclusions occurring within the school, how this impacts the school's attendance data and affects students' outcomes.

The Governing Body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- it would result in a student missing a public examination³.

If a student is excluded from school for between 5 and 15 school days in a single term, and the parents/carers have requested a reinstatement, the governing board must consider reinstatement within 50 school days of the notice of the exclusion.

For fixed period exclusions where a student would be excluded for more than five days but less than 15 days in a term, if the parents/carers make representations, the governing board must consider whether the student should be reinstated within 50 school days of receiving the notice of exclusion. If no representation is made by the parents/carers, the governing board is not required to meet and cannot direct the reinstatement of the student.

If the student has already returned to school following a fixed period exclusion, or their parents/carers have made it clear they do not want their child reinstated, then the governing board must still consider if the student should be officially reinstated.

³ Where an exclusion coincides with an examination, the governing board should, *as far as is reasonably practicable*, consider the student's reinstatement before the date of the exam.

The **Deputy Headteacher** is responsible for:

- overseeing the implementation of the Behaviour and Exclusions Policy
- co-ordinating the Rewards and Sanctions systems
- monitoring and evaluating behaviour through pastoral and academic reviews
- ensuring pertinent questions are included in surveys as part of school self-evaluation

The **Headteacher** is responsible for:

- ensuring that all members of the school community are aware of and comply with the Behaviour and Exclusions Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- using exclusion as a sanction in line with the Behaviour and Exclusions Policy

All staff (including supply staff) are expected to:

- understand and consistently apply the school's Behaviour and Exclusions Policy
- deal with incidents that may occur
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable
- challenge inappropriate/unacceptable behaviour
- provide students with a good role model

Students/parents/carers, visitors and contractors are expected to:

- be aware of and comply with the school's Behaviour and Exclusions Policy

Appendix A

Students' conduct outside the school gates

Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable".

The School will follow the Behaviour and Exclusion Policy in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on students.

Teachers may discipline students for:

- misbehaviour 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.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another student or member of the public
 - could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

ANTI-BULLYING STRATEGY

Aims

Bullying of any kind is unacceptable at Aylesbury High School and no-one should be a bystander if bullying is observed. We strongly believe that all students should:

- feel safe
- enjoy both their lessons and free time out of class
- be able to achieve their full potential
- experience a safe, friendly, respectful and inclusive environment
- have positive self-worth and confidence in themselves
- develop essential personal and social skills
- become good citizens.

This strategy should be read alongside the following policies

- Behaviour and Exclusions
- Child Protection and Safeguarding.

Communication and Review

The school's expectations are communicated to all members of the school community through assemblies, student notices, staff bulletins, tutor time activities and L4L. Students are reminded of what constitutes acceptable behaviour throughout the year and Anti-Bullying Week in November of each year provides a platform for this information to be shared.

The School also conducts surveys which include opportunities to review and evaluate levels of bullying as part of annual Key Stage Pastoral Reviews and the bi-annual whole school questionnaires.

Definition of Bullying

Bullying is any behaviour which is deliberately intended to hurt, undermine, threaten or frighten another person or group of people. It happens repeatedly and can continue over time. It involves a real or perceived power imbalance. Bullying is unwanted behaviour that is usually unprovoked and can take the following forms:

- Verbal name-calling, spreading rumours, making offensive comments
- Physical pushing, kicking, slapping, hitting, spitting, fighting
- Emotional mocking, making others feel inferior
- Excluding behaviours
- Racial taunts
- Taunts against someone's beliefs, religion or culture
- Anti-disability taunts
- Comments of a sexual nature or unwanted physical contact

- Homophobic taunts relating to sexuality and/or gender
- Cyber, using any kind of technology and/or social media to achieve any of the bullying above

If someone is being bullied, care enough to report it. Take one or more of the following actions if you are being bullied or if you observe someone being bullied:

- Tell the bully or bullies to stop. Make it clear that you find their behaviour offensive. If you cannot do this, remove yourself from the situation.
- Talk to someone you trust.
- Report the incident to a member of school staff.

Signs and Symptoms of Bullying

Whilst bullying should be considered a possibility and investigated accordingly, it may not be the cause of one or more of the characteristics below. The list below is not exhaustive and implausible excuses for any of the concerns require careful consideration. A person may display:

- mood or behavioural changes; appear nervous, anxious, withdrawn or lack confidence
- self-injury anger aggression, unreasonable behaviour
- low attendance, reluctance to attend school or particular lessons
- difficulty sleeping
- anxiety relating to going to school in the morning or travelling to and from school
- a decline in school work
- regular missing or damaged items
- a frequency in asking for money
- unexplained cuts or bruises
- bullying behaviour towards others

Investigation

All instances of bullying will be investigated, with careful thought given to:

- the safety of all parties involved
- the needs of those directly involved
- preventing the situation from escalating
- the appropriateness of taking a multi-agency approach in the event of a serious incident
- the correct recording of the incident
- an appropriate sanction being applied

Procedure

When an incident is reported:

- Students and staff directly involved will be asked to write an account of what happened. A member of staff will then meet with the students concerned to discuss the incident in more detail.

- Sanctions will be applied in accordance with the school's Behaviour and Exclusions Policy.
- Parents, of both parties, will be contacted in all instances of confirmed bullying.
- The tutor and other relevant members of staff will be informed accordingly.
- Incidents will be recorded on the relevant student files.

Day-to-day Responsibilities

Governors will:

- monitor the number of incidents of bullying reported on a term by term basis
- monitor the implementation of this strategy
- review the strategy alongside the Behaviour and Exclusions Policy

Staff will:

- support the implementation of this strategy
- be positive role models and promote positive behaviours by the way in which they speak to, and treat others
- know and understand the signs and symptoms of bullying
- be vigilant about bullying
- take instances of bullying seriously and report concerns promptly
- investigate reports with an open mind
- record instances of bullying
- monitor bullying situations after they have been resolved

Students will:

- support the implementation of this strategy
- review this strategy through HEART meetings on an annual basis
- feel encouraged, supported and able to report incidents of bullying, by speaking to their:
 - Tutor
 - Head of Year
 - Student Ambassador or other peer
 - Subject teacher
 - Student Welfare Coordinator
 - Matron
 - SENDCo
 - Member of the leadership team
 - Parent
 - Other responsible adult

Parents will:

- support the school in its implementation of this strategy by:

- understanding that the school will investigate all instances of bullying.
- encouraging their child to report any instances of bullying promptly.
- working in partnership with the school to move forwards following an investigation.