



BEHAVIOUR AND EXCLUSIONS POLICY

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	February 2020
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
- Merit certificates
- 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
- School colours
- House colours
- Work on display
- Positions of responsibility
- Presentation Mornings (Years 7, 8, 9 and 10)
- A Level Celebration Evening
- Press and publicity
- Year 11 lunchtime passes
- Sixth Form privileges

Sanctions

Refer to Appendix A for examples of behaviour resulting in a sanction

When standards are not kept, 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, pornographic 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 B 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
- Managed Move to another School
- 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.

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 followed by a letter. The student and the parents are then required to meet the Headteacher, or, in their absence, the Deputy Headteacher, when the student returns to school at a reintegration meeting.

1. Internal exclusions - these serve as a serious school sanction directly below a fixed period exclusion. Internal exclusion is used as a sanction to prevent students from engaging with the school community but without this impacting on their academic learning.

When non-adherence to school expectations is deemed serious enough to warrant internal exclusion, the following procedures follow:

If students are Internally Excluded they are to come to School Reception at 8.45 (or earlier) unless informed otherwise. The day will end at 15.30. All school books for the day's lessons and Chromebook must be brought with the student. Work is provided by class teachers and/or the Head of Year or senior staff.

Upon arrival at Reception students must hand over their mobile phone(s), which will be locked away and returned at 15.30. The student will normally be supervised by a senior member of staff, but this is not always the case. **It is not permitted, under any circumstances, to visit the canteen during break and lunch on an internal exclusion day.** Lunch can be collected at other times but from a limited cold-food menu, other than this food and drinks must be brought in from home.

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 period exclusion. It 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

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

involving theft or illegal substances, the police will be contacted (see Drugs and Incidents Policy).

3. Permanent exclusions - these can only be imposed as a last resort, in response to a serious or persistent breach of this Policy. Parents/carers are immediately informed. It should be noted that a Fixed Period 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 a 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 seems 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.
- 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.
- 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

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.

Roles and Responsibilities

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

- that the procedures and strategies related to the 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 15 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 15 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.

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

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 **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

This appendix acts as a guide to staff, students and parents of the range of possible sanctions for onsite behaviour at Aylesbury High School. Please see Appendix B for behaviour beyond the school gate. This is not an exhaustive list, and there may be other types of misbehaviour where a sanction may result. If the potential sanction states **SIMS** this refers to a behaviour mark being noted on our school system with the reason noted.

Acronyms: HoY - Head of Year, STL - Subject Team Leader, LT - Leadership Team

Example of behaviour	Potential sanction	By whom
Low level behaviour such as: <ul style="list-style-type: none"> ● Chatting/silliness in class ● Lateness to school/lessons ● Poor uniform including excessive make-up ● Failure to complete class work and/or homework ● Lack of equipment ● Inappropriate mobile phone use 	SIMS SIMS & confiscation of phone	All
Persistent low level behaviour of the type above	HoY detention at lunchtime (max 20 mins)	HoY
Failure to complete homework on 2+ occasions in a 4 week period	Lunchtime detention	HoY
<ul style="list-style-type: none"> ● Isolated anti-social behaviour or lack of respect for others, including staff, students and environment ● Missing lesson(s) or going off-site without permission ● One-off misuse of technology ● Three or more HoY detentions in a half term 	After school detention - parents informed	HoY, LT
Serious misbehaviour or persistent lack of respect for school or others including <ul style="list-style-type: none"> ● Bullying of any nature ● Accumulation of sanctions ● Failure to report to after school detentions ● Persistent missing of lessons ● Accumulated lateness to school/lessons ● Rudeness to staff ● Smoking/vaping ● Theft 	Internal exclusion - parents informed, letter on file and reintegration meeting	Headteacher or Deputy Headteacher in their absence
More serious and sustained misbehaviour described above or <ul style="list-style-type: none"> ● Possession of illicit or illegal substance(s) ● Alcohol consumption ● Peer on peer abuse ● Bringing the school into disrepute 	Fixed period exclusion - parents informed, letter on file and reintegration meeting	Headteacher or Deputy Headteacher in their absence

Persistent serious and sustained misbehaviour described above or <ul style="list-style-type: none"> ● Possession of a weapon ● Sale/purchase of an illicit or illegal substance ● Assault of staff/students ● Significant damage to school property 	Permanent exclusion - parents informed but also external agency intervention	Headteacher
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Appendix B

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, including the sanctions imposed on students, 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.

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
 - attending another school as part of a managed move or secondment
 - 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.