



Aylesford School

Character and Behaviour Policy

Ratified/Reviewed by...	Date	Date to be reviewed
LGB	September 2024	September 2025

Character and Behaviour Policy

Rationale

This policy exists to provide a framework for supporting our stated aim of developing “Courage, Confidence and Character”, to promote a climate which enables all students to flourish, regardless of ability or special educational needs, and supports our desired outcomes of developing "strong character".

General Principles

- We believe that achievement is affected by a student’s character. We also recognise that we have a joint responsibility with families to develop character.
- We want to enable every child to reach his/her full potential academically, socially, emotionally and physically.
- We aim to promote a positive approach in attitude and standards in order to create the best environment in which the students can achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy.
- We encourage, praise and reward good character.
- We share and display good work and character with families, staff and students through positive reward systems on a regular basis.
- We have clear expectations which are consistently applied by all staff.
- We aim to provide all students with opportunities to gain respect for themselves and others and to develop integrity, compassion and open-mindedness and an understanding for each other’s needs, feelings and rights and culture.

Aims

The school’s expectations clearly focus on the positive behaviours that we want our students to display.

Our aim is to establish the highest possible standards of behaviour and character at Aylesford School and to help students to actively demonstrate the school’s character strengths at all times. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish. Students’ behaviour around the school should be excellent; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

The school’s behaviour policy and expectations clearly focus around positive behaviours and building the good character that we want our students to display. This is focused around 3 clear school rules that are easy for staff and students to understand.

- Be Ready
- Be Respectful
- Be Safe

By ‘being ready’, we expect all students to wear the correct school uniform; have the correct equipment; complete their homework and be on time to school and lessons.

By ‘being respectful’, we expect all students to be polite to everyone; be that in school, in our local area and whilst

travelling to and from school. 'Being respectful' encompasses the positive traits we expect from our students, for example respecting the school environment by not littering.

By 'being safe', we expect all students to behave in a safe way and utilise the information that they are given for example, by not smoking. All students have the right to feel safe.

Links to other policies:

It is important that this policy is read in conjunction with other policies

This policy should be read in conjunction with:

- Suspension and Exclusion Policy
- Teaching and Learning Policy
- Curriculum Policy
- Complaints Policy
- Communication Policy
- Uniform policy
- Anti-Bullying Policy
- Inclusion Policy (pending)
- Equality Policy
- SEN Policy
- Child Protection Policy (+KCSIE Latest Version)
- Sex and Relationship Education Policy
- Use of Reasonable Force guidance published by the DfE
- Searching, screening and confiscation guidance published by the DfE
- Suspension and Permanent Exclusion guidance – DfE
- Behaviour in Schools Guidance – DfE

Roles and Responsibilities

Leadership and Management:

- Miss T Kelvie – Headteacher – Oversight and monitoring of policy and implementation
- Mrs K James – Deputy Headteacher
- Mr D Wright – Senior Assistant Headteacher – Character, Behaviour, Inclusion and Safeguarding
- Mr Byron Walker – Assistant Headteacher I/C KS4
- Mrs M Johnston – Assistant Headteacher I/C KS3
- Mrs L McGuckin – Assistant Headteacher – Teaching and Learning
- Mrs A Dighton – Director of 6th Form, Associate AHT KS5
- Mr P Neeve – Associate AHT KS5
- Pastoral Support Mentors (Mrs Severn, Mrs Hodgson, Miss Bartholomew)
- Progress Leaders – Years 7 – 13
- Mentors – All years
- Classroom Teachers

It is the responsibility of everyone at Aylesford School to contribute towards a positive learning culture within the school by displaying the right character to foster a positive atmosphere within the school. We all have a part to play in

developing this culture within our school community

The Governing Body will establish, in consultation with the Head teacher, staff and parents, the policy for the promotion of good behaviour for learning and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and its expectations are clear. Governors will support the School in maintaining high standards of behaviour for learning.

The Head teacher and other members of the Senior Leadership and Middle Leadership Teams will be responsible for the implementation, review and day-to-day management of the policy and procedures. Support and training for staff faced with challenging behaviour is also an important responsibility of those in positions of leadership.

The Governing Body, Head teacher and staff will ensure that there is no differential application of the policy and procedures under any circumstances, particularly on the grounds of ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Responsibility of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour and character. To support the school, parents should be encouraged to get to know the school's behaviour and character policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's character and behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

The Responsibility of Pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive, where they are treated with dignity. To achieve this, every pupil should be made aware of the school character and behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school character and behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of character and behaviour and provide feedback on the school's character and behaviour culture. This can help support the evaluation, improvement and implementation of the character and behaviour policy. Every pupil should be supported to achieve the character and behaviour standards, including an induction process that familiarises them with the school character and behaviour culture.

The Responsibility of staff:

All Staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Leadership Team on the effectiveness of the policy and procedures. They also have responsibility, with The Governing Body, Head teacher and staff will ensure that there is no differential application of the policy and procedures under any circumstances, particularly on the grounds of ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the

school expectations and maintain the boundaries of acceptable conduct.

Pupil Transition:

Pupils are inducted on our character and behavior standards as part of their pre – start transition programme. Parents and students are invited in to meet a member of the Senior Leadership Team prior to starting at Aylesford School where the Home School Agreement is explained and signed by all parties.

Pupil support:

Our inclusion team (Pastoral Support Mentors, School Psychotherapist and mentors) provision supports all students as needed and our SEND team is responsible for those with SEND that may impact behavior – these teams work closely to deliver bespoke approaches to students as required.

Staff Induction/ Staff Training

All new staff are inducted to this Character and Behavior policy and related policies on commencement of employment. Staff are trained regularly throughout the year on policy changes and support in implementing this policy through our CPD programme.

Training is also provided on an identified needs basis to address any specific or individual concerns with implementation as recognised by the school monitoring and evaluation process. This includes induction and regularly updated training, including input for outside agencies on up to date and research driven SEN and AEN strategies.

Behaviour Outside of the School Premises

It is a parent's responsibility to manage the behaviour of their child outside of school and to keep them safe.

The school will work with outside agencies, such as the police, community teams and social services to support any external intervention or investigation into pupil conduct outside of school.

The school will always act to keep the students safe and to manage their behavior in school and out of school...

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil in school; or
- that could adversely affect the reputation of the school

Sometimes there are instances where these two responsibilities of parents and school cross and the school

will always work with parents to ensure their child is safe, happy and engaged with education. It is important that this is a partnership. Where incidents unrelated to school, or outside of our reasonable remit to sanction or tackle, this limitation should be recognised and the appropriate agencies engaged.

For example, the school is not responsible for policing the actions of parents towards other parents outside of school or in the local community above our duty to safeguard young people. The school may offer support connecting parents to the appropriate agencies where they have non-school related concerns.

The school works closely with external agencies such as the police, child protection and social services and will always work to serve the professional agreement of what is in the best interests of the child. This does not negate or supersede the responsibility of a parent to report crimes or safeguarding concerns relating to their child.

During a police investigation, the school may be required to suspend its own internal investigations so not to jeopardise the legal process.

Rewarding Good Character

Our focus is to reward positive behaviour and to foster an atmosphere of respect at all times. We will recognise positive behaviours through identifying when pupils show and model good character, for example the schools specific character strengths, regular attendance, commitment to the school, representing the school, positive attitudes and effort towards learning and progress made.

Rewarding and Recognising students will be underpinned by a set of 'Character Strengths' that are used as a way of rewarding students.

The 'character strengths' were developed through consultation with staff, students and parents with all stakeholders having a say in which character strengths we should be committed to developing at Aylesford School.

The 10 'Character Strengths' that we will be committed to developing and rewarding in our students are

RESPECT SELF-DISCIPLINE **COURAGE**
OPEN-MINDEDNESS **MOTIVATION**
RESILIENCE CONFIDENCE **INTEGRITY**
COMPASSION **CURIOSITY**

These will be recognised by staff when students demonstrate these skills, These will contribute towards a student's end of term graduation ceremony along with good academic progress and good attendance

In addition to this students will be rewarded and recognised by

- Positive phone calls and emails home

- Postcards home from the teacher
- Recognition in assemblies
- Head teacher commendations
- Attendance Streak recognition

Managing behaviour that falls below the schools expectation

Students are responsible for their own behaviour and need to accept the appropriate consequences that are handed to them by staff at the school. Students are expected to show and display the schools character strengths at all times as well as adhere to the 3 school rules of Ready, Respectful and Safe

It is the responsibility of the member staff to maintain good discipline in the classroom and to manage behaviour appropriately, and to take appropriate action when necessary.

Teacher Tools for managing behaviour

There a number of tools and strategies that teachers can use to manage negative behaviour in the classroom. Teachers should feel empowered to use these as and when appropriate to build a positive learning culture within their classroom – examples of these are listed below

- De-escalation (See Below)
- Giving students time out
- Seating Plans
- 'Parking' students in a nearby classroom
- Use of subject report
- Phone calls home to parents
- Repair and rebuild meetings (See Below)
- Parental meetings
- Students meetings with Progress Leaders, Subject Leaders or SLT
- Arranging catch up sessions after school for students to make up time or complete unfinished work

Core Behaviour Consistencies for Staff

- **Meet and Greet at the door** with the PO3 ready to go (Calm and Orderly start to lesson)
- **No talking over pupils** (One Voice, Track the speaker, Active listening - 3 Levels of working noise – Silent Task, Paired Work, Group Work – Level 1,2,3,)
- **Students stand behind chairs and await dismissal** (Uniform Check/Calm and Orderly Exit)

De-Escalation

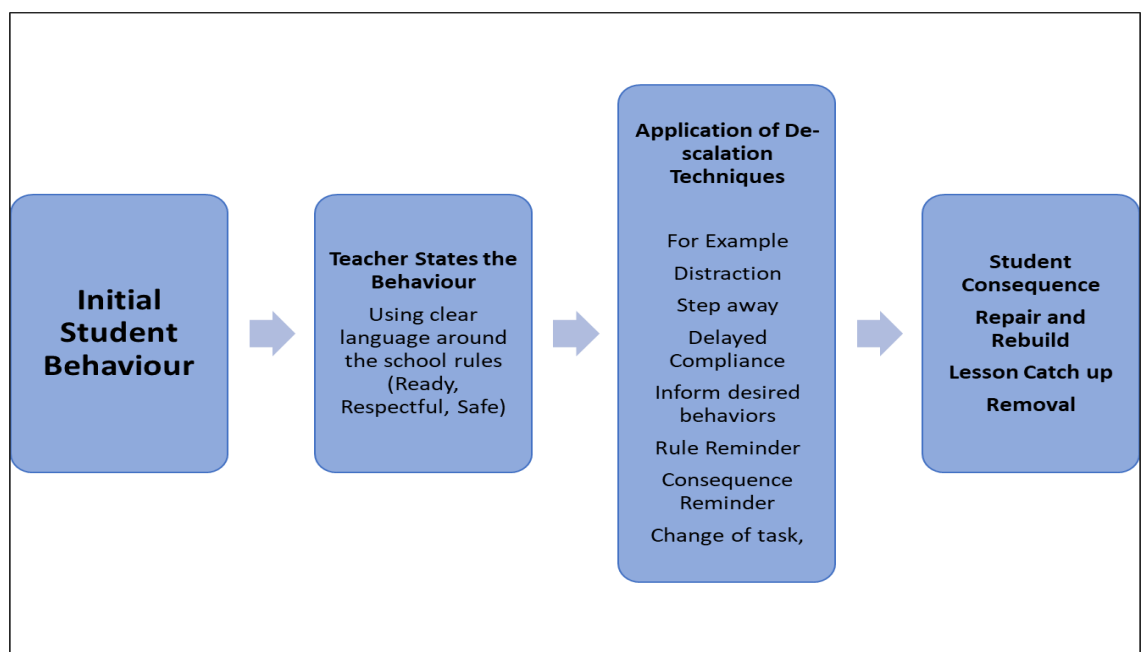
If a student is beginning to display low level unacceptable behaviours staff may feel it appropriate to use de-escalation techniques, to try and avoid further escalation. However if they cannot be resolved then will be further consequences for that child

De-escalation techniques could include:

- Distraction (key word /object /job to do)
- Step away (fresh face / save face)

- Negotiation (delayed compliance)
- Take up time
- Inform and model desired behaviours
- Remind of rules, rights, responsibilities, boundaries and limits
- Choices, options and consequences
- Change of task, assignment
- Verbal advice, support and encouragement
- Reassurance
- Humour
- No raised voices

Student Consequences



Step 1 - Initial Student Poor Behaviour or Character:

- Not following rules of Respect, Ready and Safe
- Inappropriate behaviour
- Disruptive behaviour
- Challenging behaviour
- Persistent lateness
- Defiance
- Not following instructions
- Consistently demonstrating poor character choices

Step 2 -Teacher States The Behaviour

If there is evidence of the above the teacher must make clear to the student the behaviour that is unacceptable using our language of Respect Ready and Safe

Step 3 - Application of De-escalation Techniques

When Step 1 and 2 have occurred the teacher must try De-escalation techniques

De-escalation techniques could include:

- Distraction (key word /object /job to do)
- Step away (fresh face / save face)
- Negotiation (delayed compliance)
- Time out - no longer than 5 minutes
- Take up time
- Inform and model the desired behaviours
- Remind of rules, rights, responsibilities, boundaries and limits
- Choices, options and consequences
- Change of task/assignment
- Verbal advice, support and encouragement
- Reassurance
- Humour
- No raised voices
-

Step 4 - Student Consequences.

In all cases where step 1, 2 and 3 have applied:

- There must be a detailed log of the incident and all action taken - This must be recorded on classcharts
- A communication must be made with parents in a phone call home
- A Repair and Rebuild must take place (See detail below) or
- A lesson Catch up must take place (See detail below)

Repair and Rebuild

If a student's behaviour falls below the expectation of the teacher or school (eg inappropriate behaviour, disruptive behaviour, challenging behaviour, persistent lateness, defiance, not following instructions, consistently demonstrating poor character choices) then **a teacher must set a repair and rebuild meeting** with the student. The purpose of the meeting is for the student to take responsibility for their behaviour and to recognise how this needs to change in the future. This is also an opportunity for the teacher to reflect on the incident and what teaching and learning actions might be needed. The meeting should lead to solutions and a positive outcome in future lessons. This should be logged on class charts and staff must communicate this home to parents by a phone call.

- **Repair and Rebuild meetings must be formally recorded (This can be recorded on the notes section of the behaviour log on class charts).**
- **Teachers must set aside planned time for the Repair and Rebuild to take place – they should be at least 10 minutes.**

Repair and Rebuild meetings must take place before the next lesson to ensure a 'clean slate'

The format of the meeting should be:

1. Teacher explains their thoughts using the language of Respect, Ready and Safe as well as our common language of character
2. Student explains their thoughts

(Both parties have opportunity to express their views)

3. A conversation thinking about the way forward and future prevention of poor behaviour and character being displayed.

Lesson Catch Up

A Lesson Catch up **must** be arranged in the following situations:

- If a student's work is incomplete.
- If a student's homework is incomplete
- If the standard of work is below expectations
- If presentation is poor and needs to be redone or improved

Or If significant time has been lost in the lesson due to poor character or behaviour specifically:

- Inappropriate behaviour
- Disruptive behaviour
- Challenging behaviour
- Persistent lateness
- Defiance
- Not following instructions
- Truantiing Lessons or part of lessons

The subject teacher must make contact home and arrange lesson catch up for the student to come back and complete the work to the very highest standard of which that student is capable.

A Lesson Catch up will take place after school and the objective is to complete the work missed and make up any lost time. A lesson catch up will be between 30 and 60 minutes.

If a student does not attend a lesson catch up with the member of staff on the agreed time this should be escalated to the Head of Department who will contact parents and re-set the lesson catch up. If the student does not turn up for a second time the Head of Department will liaise with the welfare team and the student will complete a day in isolation.

Inclusion Room

If it is deemed appropriate, students can be placed in the inclusion room for a period of time (where there is a serious incident, a student may be placed in Pastoral Support whilst an investigation is being conducted).

Students who display persistent or disruptive behavior over a number of lessons in a day will be in the inclusion room the following day. Class charts is used as a way to monitor students behavior and is checked each day by pastoral staff and leadership team.

Students may also be placed in inclusion if their uniform does not meet the schools uniform policy outlined on the school website. The school will always seek options first to ensure that students are in the correct uniform, for example lending of spare uniform or asking parents to bring the correct uniform into school. Medical notes are the only exception for a student not being in the correct school uniform. Parental notes should be taken to Pastoral Support to be checked and dated and issued with a uniform note.

Students will be required to sit in inclusion with a member of staff, to complete work in silence and to complete the work that is set. This is a very serious sanction; it signifies that the student has made choices that are unacceptable in our community. This time gives them an opportunity to reflect on the poor choices that they have made, as well as consider and reflect on their own character.

The length of time in Inclusion will be decided by the leadership team and this will be based on the severity of the incident, whether there have been any previous incidents and also whether or not the student is able to positively reflect on their actions. No student will be placed in Internal Exclusion for more than 3 consecutive days. Internal Exclusion runs up to 4pm each day

Parents/Carers will be informed by a member of the Welfare Team. The Mentor and progress leader will also be informed. If deemed necessary, a 're-admission' meeting may need to take place between the student, parent/carer and appropriate member of staff

If a student is placed in Inclusion it may be necessary for the Welfare Team to be involved and consider whether the student or family need further support, for example through 'The Early Help service', Social Services and/or the School Nursing Service.

Internal Exclusion at partner schools

Suspension is not always appropriate or effective for some students and on some occasions the school will work with partner schools so that students can complete their internal exclusion at another school. It ensures that students are still receiving access to a school environment and avoids having a suspension on their permanent record. If a student chooses not to attend this will be recorded as an unauthorized absence

It is not always appropriate or possible for students to complete this at a partner school and this will be at the discretion of the school's leadership team. We will also support other local schools by offering our inclusion room.

Suspension

The Head teacher can determine periods of exclusion up to 45 days in any one year. This is usually as a result of a serious incident or the regular repetition of poor behavior or breaches to the school's behavior policy. When considering or investigating an incident that potentially may result in a suspension it is important that correct procedures are followed – these are outlined in appendix 1

There will be a reintegration meeting held where a post exclusion contract will be signed and targets set.

Parents are expected to attend this meeting to ensure that a positive way forward can be identified, where parents are unable to attend the responsibility is with the parents to notify the school. The school could consider conducting this meeting over the phone.

In certain situations, determined by the head teacher it may be appropriate for the student to remain in Inclusion until parental meeting has taken place.

If the exclusion or cumulative period of exclusion is more than the statutory period of 45 days, as prescribed in the DFES Circulation 10/99 Social Inclusion, then a meeting of the Governors' Discipline Committee will take place.

Please also refer to the schools suspension and exclusion policy.

Permanent Exclusion

The Head teacher may, in certain circumstances, permanently exclude a student. A meeting of the Governors' Discipline Committee has to be convened to ratify this decision. Once permanently excluded, the LA has a responsibility to offer educational support or to assist the parents in finding an alternative school. The parents also have a right of appeal to an independent tribunal. This tribunal's decision is binding.

When considering or investigating an incident that potentially may result in a permanent exclusion it's important that correct procedures are followed – these are outlined in appendix 1

Please be also refer to the schools suspension and exclusion policy.

Offsite Directions

If a student's poor behaviour does not improve, we will look to find alternative options to avoid a permanent exclusion. This may include an offsite direction – (formally known as a Managed move)

Directed Off Site – Formerly a Managed Move/ Monitored Transfer

Direction off- site (formerly Managed moves) are decided at IYFA meetings. These are designed to offer a student who is at significant risk of suspension or permanent exclusion, the opportunity to start afresh at a new school. Initially the student will be on a six-week trial period at the new school, this can be extended if required. If this is successful, they will move there permanently. Parents must consent to this.

- A managed move is now called off site direction
- A monitored transfer is now called off site direction – risk of PEX
- It becomes a permanent managed move when the off site direction is successful.

Electronic Devices

Electronic devices such as phones, are not permitted to be used in school. We are fully aware that some students will need these to ensure safe journeys to and from school and as a result students are allowed these devices in their bags. However, they should not be used or out on display during lessons, before school, after school as well as breaks and lunches whilst on the school premises.

Students who use or are seen with these devices during the school day will have these taken to the school office and returned at the end of the day.

If a student has this taken for a 2nd time in a term then the parents/carers will need to collect this. Parents will be contacted by the school to arrange collection. If a parent/carer is unable to collect the phone then this will be stored by the school in the school safe until such arrangements can be made.

We are aware that at times there may be extenuating circumstances, perhaps linked to safeguarding that a student may require their phone back on the same day. On these occasions the school will allow this, but the student will be expected to hand their phone in to the school office the following day.

Hands off Policy

The school has a hands-off policy. The schools expect that students keep their hands of all community members. This includes staff and students. This policy is designed to keep all members of our school community safe. Depending on the nature and way that the hands off policy is breached the school may choose to apply consequences as per the schools behavior policy

Parents and Carers will be expected to take responsibility for the Behaviour for Learning of their child, both inside and outside the School. They are all expected to have signed and agreed to the terms and conditions of the Home School Agreement. They will be encouraged to work in partnership with the School to assist the School in maintaining high standards of behaviour and uniform and will have the opportunity to raise with the School any issues arising from the operation of the policy.

Smoking/Vaping

Aylesford School has a zero tolerance on Vaping and Smoking. These items are banned from the school premises and any student caught vaping/smoking, in possession of vaping/smoking paraphernalia, or caught with other students who are vaping/smoking will be suspended. There is never a time that multiple students should occupy a single cubicle. There will be an assumption that students may be vaping and as such, in order to keep students safe staff may choose to search these students and if found with any of the above items will be subject to the same consequences. (Please also refer to the guidance on searching, screening and confiscation which can be found on the school website)

Behaviour Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity and online incidents occur both on and off the school premises.

The same standards of behaviour are expected online as applied offline, everyone should be treated with kindness, respect and dignity.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. As a school we will consider sanctioning pupils when their behaviour online poses a threat or causes harm to another pupil and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Sexual behaviour online including the sending of explicit images, sexual harassment is covered in our safeguarding policy in line with KCSIE guidance.

Social Media

The school will educate students on appropriate use of social media and give them the tools they need to stay safe online. This is delivered through our character curriculum, safety assemblies and briefings and through our life and society curriculum.

The school will regularly update parents on the risks to students' safety online and provide resource and information to help them support and keep their child safe online and when using social media.

The school will always act to safeguard children from harm online and enact our safeguarding policy where a child's safety is threatened.

Parent Responsibility and social media/ Online/ Messaging Apps

The school's view is clear that by allowing access to social media parents accept responsibility for this and for monitoring its use by their child and keeping their children safe outside of school hours. This includes monitoring and taking responsibility for preventing their child from being involved in dangerous or poor behaviour online, in messaging apps and on social media.

Whilst the school will support parents and ensure that poor online behaviour is challenged as appropriate in school, it does not support students/children being allowed access to social media.

The school does not recognise the value in social media spaces for use by young people and regularly sees first hand the severe damage to confidence, wellbeing and safety that access to online communications can do. Social media use/misuse has a direct correlation to self-harm, bullying, risk taking behaviour, extreme views, and anxiety in young people. We cannot support its use for these reasons.

Whilst the school understands the pressures of online culture and social media usage on parents from children, it does not endorse or support its use by young people. Therefore, the school is explicitly clear in its view that if you allow your child unmonitored access to social media or messaging apps then you risk exposing them to bullying, intimidation, the influence of unmonitored behaviours, extreme views, sexualised acts or behaviours and safeguarding risks. The school will happily support any parent who is concerned about social media use and continues to support and educate children on its safe use.

Parents must be aware that the school does not have remit or resources to manage or police online behavior outside of school. Parents must be active in managing their children's social media use.

If your child experiences crime online, including harassment, sexual harassment, fraud or hate crimes then this should be reported to the police and the school so that we can work together to investigate and resolve in your child's best interests.

Cyberbullying/ Bullying

Please see our Anti Bullying policy.

The aim of the school will always be to challenge and stop bullying from occurring.

The school will support students being bullied outside of school/ online and uphold our values and ethos of this policy when approaching this. We do expect our students to uphold good character and behaviour towards

their peers and community both in and outside of school.

Where bullying, threats, or behaviour online, in person or both, take place outside of school, the school will work with the students within this policy's definitions to ensure that this threat does not cause risk in school. The school may apply this policy and appropriate sanctions when it feels that there is sufficient evidence to suggest that this online behaviour/ bullying outside of school when this impacts on the school's culture or poses threat or harm to a young person regarding potential inschool repercussions for the orderly running of the school or its reputation.

Where a child protection concern is identified, or a crime has been committed, the school will enact its safeguarding policy regarding keeping the child safe. The school will work with outside agencies such as children's services and the police to keep the child safe and support any criminal investigation.

It is not the sole responsibility of the school to manage a child's safety online. Parents have a responsibility to monitor usage and keep their children safe outside of school and online. We will always work in partnership with parents to educate and inform but cannot do this as effectively if clear boundaries are not in place at home.

Serious Incidents – Child on Child/ Peer on Peer/ Sexual Violence

The school recognises and actions such incidents as high priority and serious. Please see detailed guidance as part of our safeguarding policy for details on the school's response to these incidents.

Risk Assessments are always carried out.

Other Serious Incidents

Parental meetings and behaviour improvement strategies will be put into place. Each case will be judged on individual circumstances and following a rigorous investigation. It will be based on a balance of probability, following all national guidelines for suspensions in schools. Serious incidents include, but are not limited to:

- Physical aggression
- Sexual harassment
- Racism
- Homophobia/transphobia
- Use of illicit substances
- Smoking
- Bullying
- Cyberbullying (in a school related context) also see safeguarding policy.
- Bringing the school into disrepute
- Prohibited Items are any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). These items include:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - fireworks;
 - Possession of or distribution of pornographic images

Such incidents will receive the following consequences:

- Internal inclusion
- Fixed term period at a partner school
- Fixed term Suspension/ exclusion
- Managed move/ Direction off- site.
- Where applicable, incidents may be reported to the police or other external agencies.
- Bespoke supportive strategies following initial consequence e.g. alternative timetable, input from external agencies etc.

Exclusion/ suspension data is reviewed at Local and Trust governing body meetings each term.

Where a pupil has a disability or special educational need reasonable adjustments will be made to accommodate and support this in balance with the consequences and incident.

How the Character and Behaviour Policy will be communicated:

The Character and Behaviour Policy is a statutory Policy which is on our website.

The development of good Character and Behaviour pervades all that we do . The character strengths that we are promoting and behavior expectations are displayed all around the school – in corridors and in classrooms We communicate the policy , ethos, values and expectations in the following ways:

- Letters to parents
- In marketing and publications – school prospectus
- Mentor time
- Weekly Assemblies
- Facebook and other social media platforms
- Conversations with students
- Through teaching
- Our PSHE curriculum



Aylesford School

Inside



the classroom, you show good character by being

Ready, Respectful and Safe

- Show **respect** by following instructions from staff
- Show **motivation** by completing all your work to the best of your ability
- Be **Self-Disciplined** by being punctual for lessons
- Ensure you have the correct equipment for lesson
- Show **respect** and **open-mindedness** for other people's differences and opinions
- Demonstrate **compassion** by using kind words and treating each other with respect

Ready

Respectful

Safe

RESPECT COURAGE
RESILIENCE MOTIVATION
RESILIENCE COURAGE
COMMISSION CURIOUSITY



Aylesford School

Outside



the classroom, you show good character by being

Ready, Respectful and Safe

- Show **respect** by following instructions from staff
- Be **self-disciplined** by only eating in designated areas
- Show self-discipline by following the schools hands off policy
- Model **Self-Discipline** by safely by moving around the school calmly and sensibly
- Demonstrate **respect** by using language that is appropriate for school and shows **compassion** and kindness towards others students and staff in the school
- Show **integrity** by treating equipment, resources and the environment respectfully - putting your rubbish in a bin

Ready

Respectful

Safe

RESPECT COURAGE
RESILIENCE MOTIVATION
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Appendix 1 – Process leading to a suspension or permanent exclusion

Please see our Suspensions and Exclusions Policy

When taking the decisions to suspend or permanently exclude a student the school will follow appropriate guidance from the DfE, most notably 'Suspension and Permanent exclusions from maintained schools, academies and pupil referral units in England, including Pupil movement' and 'Behaviour in schools – Advice for head teachers and school staff'

Whilst serious incidents at Aylesford are rare, we aim to investigate serious incidents (both alleged and actual) thoroughly and promptly.

When establishing the facts in relation to a bullying allegation, potential suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

The following process will be applied to situations that may result in a suspension or permanent exclusions.

- Statements collected from victim, perpetrator and any witnesses, this includes staff, students, governors, parents and community members. Where a student refuses to give a statement this will be recorded and where a student needs scribing the student will sign their account
- In some incidents, where there may be Health and Safety risk to students or staff the school may send a student home and ask for a statement to be sent in.
- The school will consider any contextual or mitigating circumstances around the child that may have led or contributed to the incident, including if there has been any previous issues with this student or is this an isolated or reoccurring incident
- The school will consider whether the student has a Special Educational Need or Disability (SEND) or potentially has one. As a result the welfare team will liaise with the SENCO regarding any potential suspension or Permanent Exclusions and to consider whether any 'reasonable adjustments' could have been made.
- The Head teacher or 'acting' Head Teacher will meet with the student and take their views about the incident/suspension into account, particularly in light of their age and understanding before making a decision to suspend
- The school will complete the Head Teachers suspension checklist before making a decision to suspend.
- Evidence that may be used includes:
 - CCTV footage.
 - Staff accounts
 - Student Witness accounts
 - Accounts from members of the public
 - Mobile phone messages and e- communications
 - Videos, images or screenshots provided by others or posted on social media.

Anything the investigation lead feels may be appropriate

- Once this information has been gathered – it will be put together with an incident front sheet and all the information presented to the Head Teacher or ‘acting’ head teacher to make a decision about an appropriate consequence. The Head Teacher should consider if there are any other acceptable forms of consequence and may consider paragraph 45 the DfE Behaviour in schools document. The Head Teacher or ‘acting’ Head Teacher should consider these events on civil standard of the ‘Balance of Probability’ rather than the criminal standard of ‘beyond reasonable doubt’ (Paragraph 3 DfE Suspension and Permanent Exclusion guidance)
- The school will endeavour to contact parents without delay, however the school must and will take time to gather all information before a decision is made and parents are contacted. The school will ensure that parents receive a letter outlining the information that is set out in paragraph 63 of the DfE Guidance ‘Suspension and Permanent Exclusions’
- The school will inform Social Workers or Virtual Schools Staff about the suspension if that applies to the student
- The school will inform the governing body about any permanent exclusion. The school will also inform the governing body if the student has been suspended for more than 5 school days per term or the suspension will result in the missing of a public examination
- A date for a reintegration meeting will be set and held with parents and students. This meeting will be with the most appropriate members of staff for that students. As a result of this meeting staff, parents, and student will sign to agree the targets that have been set.

Exclusions/ suspensions can be made by the Headteacher or any named “acting” Headteacher who is performing this delegated role in the Headteacher’s absence.

All suspensions/ exclusions will be checked and issued by the Headteacher or ‘acting’ Headteacher.

The exclusion can be investigated and communicated by any member of the leadership or pastoral team who has been delegated this responsibility

Use of Reasonable Force

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than needed.
- Schools generally use force to control students and to restrain them.
 - *Control* means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.
 - *Restraint* means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injury.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- To prevent students from 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:
 - remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a student behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and

- restrain a student at risk of harming themselves through physical outbursts.
- Reasonable force cannot be used as a sanction – it is always unlawful to use force as punishment.

Telling parents when force has been used on their child

Record the incident on SIMs and speak to the SLT Line Manager for your department. They will support you in communicating the incident to parents. In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the student or member of staff; and
- the child's age.

What about other physical contact with students?

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

