



THE
**THOMAS
AVELING**
SCHOOL

BEHAVIOUR PROCEDURES

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The School Behaviour Procedures

Information for stakeholders at Thomas Aveling School

At Thomas Aveling School building and maintaining positive relationships is at the core of what takes place in the classroom, around the school site and within the local community. Relationships are what create and support a successful society. It is important to equip all students with the skills to recognise and manage positive relationships in their teenage years and for these skills to support them into adulthood.

Policy Aims

Our policy aims to underpin this development and management of relationships for our young people through the effective management of their behaviour. Students have the right to learn in a safe, orderly environment and the school staff, governing body and the Leadership group are committed to creating a secure environment in which teachers may teach and students can learn.

This Policy will:

1 Ensure a Safe and Orderly Environment

Aim: To provide a safe and secure environment for all students and staff, where learning can take place without disruption or fear of harm.

Rationale: A safe and well-ordered environment is essential for effective teaching and learning. Clear expectations and consequences help to reduce incidents of bullying, violence, or other forms of misconduct.

2. Promoting Positive Behaviour and Respect

Aim: To encourage positive behaviour, good manners, and mutual respect among students and staff.

Rationale: Schools should create a culture where respect for others is valued, and students understand their responsibilities towards the school community.

3. Supporting Learning and Academic Progress

Aim: To minimise disruptions that interfere with students' ability to focus on their studies and make academic progress.

Rationale: Disruptive behaviour in class affects the learning of both the individual and their peers. A behaviour policy should support an environment conducive to learning.



4. Ensuring Equality and Inclusion

Aim: To ensure that all students, regardless of background, ability, or needs, are treated fairly and are supported in participating fully in school life.

Rationale: An inclusive policy helps in addressing the diverse needs of students, including those with Special Educational Needs and Disabilities (SEND), ensuring they are not discriminated against.

5. Promoting Emotional Well-being and Mental Health

Aim: To support the emotional well-being and mental health of students by fostering a caring and supportive atmosphere.

Rationale: Positive behaviour policies should recognise the importance of mental health and emotional support, including the identification and response to any behaviour that may be linked to emotional issues.

6. Developing Responsibility and Self-Discipline

Aim: To promote self-discipline, personal responsibility, and the ability for students to regulate their own behaviour.

Rationale: Schools aim to prepare students for life beyond school by developing their ability to make responsible choices and manage their behaviour in different situations.

7. Partnership with Parents and the Wider Community

Aim: To work in partnership with parents and guardians to ensure a consistent approach to behaviour management both at school and at home.

Rationale: Effective behaviour policies rely on cooperation between the school, parents, and the community, reinforcing expectations and consequences across different environments.

8. Providing Clear Expectations and Consequences

Aim: To ensure that students are aware of what is expected of them and the consequences for not meeting these expectations.

Rationale: A clear and consistent framework for behaviour management helps students understand the boundaries of acceptable behaviour and the steps that will be taken if they do not comply.

Implementation:

A copy of this policy is available on the school website. The Behaviour for Learning Code of Conduct is displayed on posters in every room and contained in the Staff Handbook.



Appropriate behaviours are reinforced in all aspects of school life with the Form Tutor having an important role in setting the standards for the day, receiving Arbor info and monitoring their tutees.

We believe that if a Behaviour Management policy is to be effective, it should have the effective involvement and support of all groups in the school community, parents, teachers and support staff. Early intervention and involvement of parents should be an underlying principle.

Rewarding Positive Behaviours

At Thomas Aveling School we acknowledge the importance of praise and its place in building relationships between our students and teachers. Praise rewards the deserving and can inspire those who from time to time may be struggling and enables students to feel recognised for their hard work and contributions to our community. Seeking ways to reward and celebrate students' achievements must be at the heart of our teaching.

We must ensure that students of all ability levels and in all year groups can benefit from our rewards processes and that there is a consistent application across Subjects, Key Stages, Year Groups and Houses. We believe that good behaviour is dependent on high self-esteem and that a consistently applied and generous system of rewards, as well as a system of sanctions, is fundamental to achieving this.

We want students to feel proud of their achievements and to thrive in a positive and rewarding environment. Teachers act as role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

REWARDS

Students can be awarded merits which equate to 1 house point for the following categories:

- Ambition
- Pride
- Respect
- Creativity
- Resilience
- Kindness



Rewards that are used effectively can support a student in making significant changes to their attitude and behaviour. The rewards below also underpin the House System, and all rewards equate to a value of house points which are added together with the House with the most, winning the House Competition – which is a really important at Thomas Aveling.

These can be awarded directly to the school system. Students can collect tangible rewards as listed below.

- Conduct card once completed, is worth 10 merits and any completed conduct cards are entered into a prize draw at the end of each term.
- For more sustained effort students can be awarded postcards (worth 5 merits) and certificates (worth 10 merits).
- For instant recognition we also use Legend cards (which are worth 5 merits) these are only allowed to be awarded to one student per lesson and are awarded for any of the reasons merits can be awarded, but also for showing a sustained change in behaviour or attitude.
- Achievement Celebrations – students awarded for academic achievement.
- At the end of each term subjects and house teams nominate stars of the term, these are for students who have shown or developed one of our core 5 virtues over a period of time.
- All nominated students receive postcards and the overall star of the term per subject and form receives a certificate.

Each form earns house points for attendance above 95% and students who have 100% attendance in a term earn themselves 5 merits for their House.

House Celebrations – students are rewarded for their contribution to the school and wider community.



At the end of the year, the House with the most house points is awarded a house celebration, where students and staff from the winning House are off timetable and spend time celebrating the success of the year.

We run a number of reward trips throughout the year to celebrate the students who achieve well, these include trips to the cinema for students in years 7-10, race to "Rockin' and Bowlin'" and race to the Prom for year 11s.

A variety of other methods of rewarding achievement exist at the School such as:

- **Verbal Praise**
- **Email or letter home**
- **Positive phone calls home**
- **Public display of high quality work**

Generally, as a standard part of every lesson we will look for ways to find students doing things well. We will praise them for this. We will ensure that the quiet, compliant student is not overlooked.

INTER-HOUSE COMPETITION

At Thomas Aveling School we value the spirit of healthy competition between students. It is our aim that students aspire to be the best they can be in all areas of School life, this will include Sporting, Academic and Creative Challenges.

Objectives

- Engender a healthy spirit of competition between Houses.
- Raise the profile of academic, sporting and creative excellence across the School.
- Students value academic success in line with sporting achievements.
- Improve participation in School Sport.
- Continue to raise staff and student morale and expectations.

Summary

- All students and staff will compete throughout the year for the Thomas Aveling School Inter-House Cup.
- The winning House will be presented with the Cup in a formal assembly by the prize for winning the cup.
- House teams run a charity event throughout the year.
- Each term attendance average % for the House and Total number of Progress / Achievement points will also contribute to the league tables in the same way as the challenges.



SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Behaviour for Learning - Code of Conduct

The Behaviour for Learning Code of Conduct is displayed in every classroom and outlines the responsibilities and a consistent pattern of consequences, for a student Thomas Aveling school. This information is displayed in every room, on our school website, in school corridors and in student /parent documentation.

The aim of the Behaviour for Learning Code of Conduct is to build on our successes to date and offering the best possible education for our wonderful students. We want to focus on the behaviours in the classroom and ensure our students give their very best.

Behaviour expectations for SEND students

Thomas Aveling's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive, both in and out of the classroom.

Our whole-school approach is designed to meet the needs of all students, including those with SEND. The Behaviour Management Arrangements are in place to ensure that every student feels they belong within the school community, while maintaining high expectations for all.

Behaviour will often need to be considered in relation to a pupil's SEND; however, it does not follow that every incident of misbehaviour is directly linked to their SEND.

Behaviour for Learning Code of Conduct:

Consequences are known, understood and agreed by all. Within a lesson the following graduated responses are applied when a student breaks the Behaviour for Learning Code of Conduct:

Standards

If students receive a Standards log in school, they will receive a break detention for 10 minutes with their Director of Learning. These detentions will be known as a Standards detention. Again, failure to attend will result in escalations. Students are, of course, able to avoid all of this by ensuring that they are focused on task, ready to learn with all the appropriate equipment.

Remind (R1) This is a verbal reminder. By reminding students of expected behaviours, teachers give students a chance to correct themselves without immediate consequences. It's a proactive way to maintain a positive classroom environment and encourages self-regulation.



Reinforce (R2) This is a second reminder and reinforcement can be both positive and negative. Positive reinforcement rewards desirable behaviour, encouraging students to repeat it, while negative reinforcement can help reduce undesirable behaviour. This step helps establish good habits and clarify the consequences of actions.

Relocate (R3) Relocating a student via a change to the seating plan, discussion outside the classroom or cooldown can help manage behaviour by removing students who are distracting or disrupting the learning of others. R3 aims to give student a fresh start in a different setting (discussion outside / seating plan / cool down). R3 logs will be logged on Arbor and severity of the log will impact the sanction.

Remove (R4)

As a last resort, removing a student from the classroom / cool down area can be necessary if their behaviour continues to disrupt the learning environment despite previous interventions in the classroom. This step is used sparingly and accompanied by a plan to address the underlying issues leading to the behaviour. The student will be brought to the inclusion zone by a Senior member of staff. The incident will be investigated by the pastoral team and a sanction will be determined with the Subject Leader / Pastoral team. Consequences are known, understood and agreed by all.

DEALING WITH MINOR OFFENCES

A negative behaviour log should be entered electronically on Arbor by any member of staff to record a significant incident of 'unacceptable' behaviour. It should not be used for 'general information'. These are visible to parents via the Arbor Parent App or EduLink.

INSIDE THE CLASSROOM

All staff are given clear guidance on how to use our procedure for using assertive discipline techniques to manage low level disruption in the classroom. We believe that all lessons should be 'disruption free', to enable high quality teaching and learning to take place. Our approach when classroom rules are broken is to apply our 4 R Model.

Reasonable Adjustments

In extreme or particular circumstances our behaviour policy is differentiated to ensure that our more vulnerable students are not discriminated against.

Any differentiation to the application of the behaviour policy will be agreed via consultation with all stakeholders. The final decision will be made by the SLT.

OUTSIDE THE CLASSROOM



Teachers take action themselves and enter a negative Log on Arbor on the day of the incident.

Action could be:

- **Verbal warning**
- **phone call home**
- **R3/R4 log on Arbor**
- **Referral to House or Inclusion Team**

DETENTIONS

Detentions will be given to individual students for failing to meet standards, misbehaviour and/or lack of work completed within a lesson. Poor behaviour in a detention will not be tolerated. Students will be asked to leave and this will be escalated to the next level.

All Standards, R3 & R4 logs will be logged on Arbor. The sanction will depend on the severity level of the log.

Standards break detention (Break 10 minutes) for standards log.

Standards lunch detention (20 minutes) for

- Failure to attend Break detention;
- Students who need to lose social time due to poor behaviour at break and lunch.
- Failure to attend these will result in an afterschool detention being set.

Late

- Late to school - 10 minutes standards break detention
- 3rd late in a term = 1 hour Afterschool detention
- 3 consecutive days on time and it resets.

Leadership Detentions - These run for 60 minutes on a Friday afterschool and are for failure to attend detentions, a severe behaviour incident as identified by the House Team or repeated failure to attend detentions. Parents will be informed if a student has a detention 24 hours before the detention is set.

ESCALATIONS

The persistent defiance of our behaviour policy will result in the following escalations:

- Failure to Attend Standards Detention at break (10 minutes) – Lunch Standards detention (20 mins)
- Failure to Attend Standards Detention at Lunch – Afterschool Standards detention (30 mins)
- Failure to Attend Afterschool Standards Detention (30 minutes) - Afterschool detention (60 minutes)
- Failure to attend Afterschool Detention (60 minutes) – Leadership Detention (60 minutes Friday evening) .
- Failure to attend Leadership Detention - 1 Day Inclusion Zone until 4pm



- Failure to pass Inclusion Day - Repeat Inclusion Zone and 1 additional day in Inclusion until 4pm
- Repeated Failure to pass Inclusion Day – Period of suspension

PROCEDURE FOR MAJOR OFFENCES

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff.
- Criminal damage to personal and/or school property
- Intimidation of a member of staff
- Defiant or continued refusal to obey a reasonable instruction
- Any criminal act including drug abuse, extortion, pornography, bringing a knife or weapon into school etc.

Not all major incidents will lead to suspension or referral to Inclusion, with every case being assessed on an individual basis, but consistency of sanctions will be maintained. Under no circumstances should students be placed unsupervised outside the classroom, but there may be some special circumstances when students are taken from the classroom to another supervised teaching area e.g. a heated argument, dangerous behaviour, violent conduct etc. If the student cannot be quickly returned to their classroom, the HOD and SLT on call should be immediately contacted.

Student statements should be taken by the person dealing with the incident who then refers it to their line manager.

SUSPENSIONS

The school is committed to a policy of inclusion. The Headteacher will normally only resort to fixed term suspension or permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Headteacher may also decide that a suspension is warranted in the case of a first offence, or a student who has not been previously monitored for behaviour, if the offence is of a sufficiently serious nature.

A decision to exclude a student will only be taken in response to serious breaches of the school's discipline policy and/or where, if allowing the student to remain in school it would seriously harm the educational welfare of the student themselves or others in the school.

The school participates in the FAP (Fair Access Panel) protocols and the Medway Panel for managed moves, by which students may transfer to other schools initially for a 6-12 week period as an alternative to permanent exclusion in certain cases.



Suspensions (Fixed term suspensions)

If the behaviour is so serious it may be appropriate to suspend a student from the school for a fixed period. Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of a suspension.

If students on suspension are seen by staff or police unsupervised, then parents or guardians will be liable to a penalty fine.

For suspensions that last for more than six days, the school is responsible for providing full time education from day six onwards.

Following any suspension, parents or carers will be expected to attend a reintegration meeting with a member of staff at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct and for the school to provide intervention and support where necessary.

Students will not be able to return to lessons until the reintegration meeting has taken place. Students will be placed in the Inclusion Zone.

PERMANENT EXCLUSION

Some behaviour types may result in permanent exclusion. These include:

- The use or possession of illegal substances or paraphernalia on the school grounds or while wearing school uniform
- The use or possession of any object deemed to be a weapon by the police (including any blade or knife) on school grounds or while wearing school uniform
- Serious threatened or actual violence towards another student or member of staff
- Sexual harassment or persistent bullying.
- Persistent and systematic disruptive behaviour resulting in the learning of others being significantly affected.



INCLUSION ZONE

- The school has an Inclusion Zone which is always staffed. Students may be placed in there, whilst an incident is being investigated or when they are preventing others from learning, or they pose a threat to the well-being of other students.
- A member of the House, SLT or an Inclusion Manager will place students in the Inclusion Zone for a fixed period for a range of behaviours. Parents will be informed as soon as possible.

Inclusion Zone

- Students placed in the Inclusion Zone will be monitored on their Attitude to Learning for each lesson. This system ensures accountability and encourages students to reflect on and improve their behaviour.

VIOLENCE

Physical violence of any sort has no place at Thomas Aveling. All cases of violence will be subject to a consequence and the more serious ones will lead to either a suspension or permanent exclusion and, for the severest cases, referral to the police.

DRUG RELATED INCIDENTS

The school is committed to tackling misuse among young people and any incidences of possession, use, supply or agreement to supply illegal drugs on the school's premises will be regarded with the utmost seriousness.

The Headteacher has the responsibility of deciding how to respond to particular incidents taking account of factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of particular peer group pressure.

Possession of drugs on the school premises may well lead to permanent exclusion and in cases where it is clear that a student is selling illegal drugs, and the health and safety of other students is directly at risk permanent exclusion will always be an option the Headteacher will consider.

For a second offence permanent exclusion will be almost inevitable. Where a student has been excluded for a drug related offence there is clearly a particular continued need to provide drug education and support. The Headteacher may well wish to refer the student to a drug support programme such as one run by Medway County Council's Youth and Community Service and in some cases may make a reintegration into the school conditional on attendance on such a programme.



DfE Circular 4/95 states that "the Secretary of State would expect the police to be informed when drugs are found on a student or on the school premises" and it also states that "where a teacher is told, or is aware of possible criminal activity outside the school premises, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area". The school will inform the police in both these incidents and co-operate fully in any enquiries they may wish to carry out.

Smoking, Vaping or the consumption of alcohol are not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances, but serious incidents could lead to suspension.

BULLYING

Thomas Aveling School has a zero-tolerance approach to bullying. Any report of bullying is investigated by our House DOL and Inclusion Team. Sanctions and support are put in place for both victim and bully. A full anti-bullying programme is delivered throughout form time, PSHE and assembly programmes. Please see separate anti bullying policy for full details.

RACISM

The school believes that all students, regardless of their ethnicity, colour or creed should be treated equally. The school has adopted the definition of racism found in law following the Stephen Lawrence inquiry.

This deems that if an incident is perceived to be racist by the victim, then it must be treated as such.

Racist remarks and behaviour at Thomas Aveling ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied.

All racist incidents are reported to and audited annually by the LEA. They also are included in a regular pastoral report to governors.

SEXISM

The School's Equal Opportunities policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in the Thomas Aveling School community and will be investigated in the same way as other breaches of the school's code of conduct.



DISCRIMINATORY INCIDENTS

As a school, we rigidly follow government guidelines and keep abreast of any legislation which we need to adhere to regarding equality, diversity and inclusion.

Schools have a legal responsibility to prevent and respond to all discriminatory language and behaviour. This covers racism, sexism, homophobia, biphobia, transphobia and ableism. The Equality Act 2010 places a duty on us to eliminate discrimination, harassment or victimisation due to 9 protected characteristics. The Education and Inspections Act 2006 requires schools to promote the safety and wellbeing of young people in their care. This includes young people who are the victims of discriminatory language and bullying. Ofsted Inspectors are directed to look at how prevalent such language is and may ask pupils, senior leaders and governors whether they ever hear any such language and how it is dealt with by staff. These are the legal requirements which underpin how we tackle any incidents reported to us and which would influence our investigations and subsequent sanctions.

As a school we promote kindness and inclusivity. Respect and pride are among our key virtues. Every student who attends Thomas Aveling has the right to be treated equally and fairly, free from all forms of harassment or discrimination and we are unapologetic about enforcing this.

We also appreciate that students and parents have the right to hold their own opinions on topics related to equality, diversity and inclusion but also acknowledge there is a fine line between holding personal opinions or beliefs and sharing potentially hurtful or discriminatory views. We would never seek to undermine any religious beliefs or opinions which do not necessarily tally with our school ethos.

All discriminatory behaviour, ranging from the unintentionally hurtful comment to the outright malicious act, will be always be challenged by Thomas Aveling staff and, where appropriate, will be investigated and sanctioned in line with other breaches of the school's code of conduct. Outcomes of such investigations will be communicated to parents, and victims will be reassured and supported. All incidents will be logged and tracked and reported annually to the LEA. Any student sanctioned will also receive bespoke intervention in order to ensure that they understand how their behaviour was perceived as discriminatory and how to avoid any future transgressions.

Glossary

Racism

Language that discriminates against someone based on a person's race or skin colour. This may include racial abuse, racial slurs or racial micro-aggressions.

Homophobia

Language that discriminates against someone based on a person's actual or perceived lesbian or gay identity, or because they have lesbian or gay family members or friends.



Biphobia

Language that discriminates against someone based on a person's actual or perceived bisexual identity, or because they have bisexual family members or friends.

Transphobia

Language that discriminates against someone based on a person's actual or perceived trans or non-binary identity, or because they have trans or non-binary family members or friends. This can include terms of abuse, deliberately misnaming or misgendering them or asking inappropriate questions or comments about their gender, gender identity or body.

Sexism

Language that discriminates against someone based on a person's sex. Incidents could involve physical aggression or sexual misconduct towards another. It may include sexual related comments or direct misogyny/misandry but also may include casual sexist language or statements

Ableism

Language that discriminates against someone based on a disability (hidden or otherwise). This may include obvious ableist slurs or offensive language but also references to mental health issues or illnesses/syndromes.

BEHAVIOUR WHEN TRAVELLING TO AND FROM SCHOOL

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

SEARCHING STUDENTS

The following rights are defined in the Education Act 2011. School staff search students with their consent for any item.

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item". Searches will be completed by two members of staff with a log made. Students who refuse to be searched will be isolated until parents can come to the School to carry out the search on our behalf.



USE OF REASONABLE FORCE

The school recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student. The School uses the definition of reasonable force as being "no more than is necessary in the circumstances". The School recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All members of staff at the School have the power to use reasonable force. The School may use reasonable force to:

- Prevent pupils committing an offence.
- Prevent students injuring themselves or others.
- Damaging property.

POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES

Ofsted is clear about the key features which make a school successful these are:

teachers who manage classrooms effectively and in accordance with the school's conventions (they control entry and seating, give clear instructions and explanations, use interesting material and activities, challenge, and support students, keep them on task and respond fully to their work) additionally, any weaknesses in basic skills are systematically addressed and students are taught to work independently and efficiently.

Therefore, this school gives priority to promoting good teaching, as this gives the best incentive for students to attend school and behave well. Our written policies and systems must be complied with consistently to ensure success.

In dealing with behavioural issues, it is always our intention to support the student's return to effective learning.

Student Voice confirms that a good teacher is one who is firm and keeps order in the classroom, explains the work to be done and helps with it, and maintains a friendly disposition in and out of school.

Students are much more likely to be compliant if our expectations of them are consistently voiced and applied. The Behaviour guidance lists the detailed responsibilities of class teachers, House teams and school leaders, as well as our shared expectations of students.

Roles and responsibilities



Local Governing Body (LGB) A formal review takes place every 2 years unless changes to legislation demand otherwise. This is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. The LGB will support the school in maintaining high standards of behaviour. In practice this occurs at LGB meetings when analysing information presented or when a panel of LGB members reviews students who are at risk of suspension, as and if required.

Headteacher (and/or delegated representatives) Responsibility for the implementation and day-to-day management of the procedures along with appropriately supporting staff who may be faced with challenging behaviour.

School leaders The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

Staff 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, as defined by the school behaviour policy, 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. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

Students All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school's ethos and values. Pupils will be asked about their experience of behaviour and given opportunity to provide feedback on the school's behaviour culture through the school council. Every pupil will be supported to achieve the behaviour standards. Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Students that join mid-year will be provided with school expectations at the earliest possible opportunity.



Parents and carers Parents and carers share in the responsibility for the behaviour of their child both inside and outside the school, as set out in the home school agreement, agreed by every parent and carer. They have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. The school will work in partnership with parents and carers to maintain high standards of behaviour and to raise any issues arising from the operation of these procedures.

Behaviour expectations for SEND students Thomas Aveling's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so Behaviour Management Arrangements ensure that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Safeguarding Consideration will be given where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The school will consider whether multi-agency involvement is necessary.

Procedures The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the core values. Every member of the school has a responsibility towards the whole community.

Disciplinary Process – coming to a decision

For many low level or clear-cut incidents, a consequence can be established straight away and communicated to parents/carers by logging on Insight.

When an incident happens that needs an investigation due to the severity of the incident or if there is an allegation from both sides and the truth needs to be found, the process is set out below.

1. An incident is reported to a member of staff/member of staff sees an incident.
2. A member of leadership may be called to escort a student(s) to the zone. This may be the aggressor, victim or both. This allows for a statement to be taken and/or to take any disruption out of the lesson or reduce the chance of further escalation. If students refuse to accompany a member of staff to the zone, this refusal will result in further sanctions.



3. The alleged aggressor will stay in the zone until the investigation is concluded. Work will be provided.
4. Statements are collected from all relevant parties.
5. Where possible, an independent witness is sought, this is not always possible. CCTV will also be checked by a senior member of staff. Apart from senior staff in school, the only other people allowed to see the CCTV footage are the Police once the correct request has been submitted – this is due to privacy and GDPR rules.
6. Not all statements have equal weighting, staff statements and those of independent students are given more credence than friends of those accused of unacceptable behaviour.
7. A Deputy Headteacher or the Headteacher will read the statements and come to a conclusion based on the balance of probabilities – this is the standard all schools use when making decisions. If a sanction is needed, then this decision is based on the seriousness of the incident, a student's past record and similar incidents that have taken place in school are considered.
8. A phone call home is made by the ADOL or DOL informing parents of the decision. If a parent is unobtainable, an email may be sent but a follow up phone call will be made the following day. Whilst no parent wants to receive bad news about their child's behaviour, parents can be confident that a full investigation has taken place and that a fair decision has been made based on the evidence collected.
9. If an offsite inclusion is the sanction (having to attend another school in their zone for a period of time, this is an extra step between our Inclusion Zone and a formal exclusion which goes on a child's record) as much advance notice as possible will be given.

If a child does not attend this provision, their absence will be marked as unauthorised, and this may lead to a fixed penalty notice for non-attendance.

If a student is formally suspended and parents wish to challenge this decision, full details of how to do this are contained in the letter that is sent. DOLs /ADOLs will explain the evidence and the rationale for the decision, and we politely request parents accept our decision at that point, taking into account that the process above has taken place.

If a decision is made that an offsite inclusion or a suspension is warranted, a reintegration meeting will be arranged with parent/carers and Headteacher/Deputy Headteacher to ensure expectations are reiterated and a successful return to school is managed.



We hope that our parents/carers appreciate we endeavour to be fair when dealing with all incidents in school and have high expectations of the behaviour of our students however if parents/carers feel that this procedure has not been followed fairly, then they should initially contact the Director of Learning for further clarification. If still left unsatisfied, the school's Complaints Policy should be followed.

Please note, the complaints procedure should only be used if you feel the procedure has not been followed fairly, not to dispute the sanction given.

Sixth form behaviour procedures are outlined in the Sixth Form Handbook, which can be found on our school website.

Approved May 2018

Reviewed September 2019

Reviewed September 2020

Reviewed September 2021

Reviewed November 2022

Reviewed November 2023

Reviewed September 2024

