



THE
**THOMAS
AVELING**
SCHOOL

BEHAVIOUR PROCEDURES

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The School Behaviour Procedures

Our Aims

The aim of this policy is to outline the expectations we have of student behaviour and the consequences of failing to meet those expectations. The policy will demonstrate the commitment of Thomas Aveling School to support good behaviour and self-discipline to maintain effective learning.

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.

Behaviour for Learning - Code of Conduct

- The aim of the Behaviour 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.
- When behaviour in general improves throughout a school, the impact is that students achieve more academically and socially, and that time is reclaimed for better and more learning.
- The B4L code of conduct will also provide consistency in all classrooms so that all students are clear on our expectation, whichever subject they are in. Our approach emphasises a balanced mix of reminders, positive reinforcement, strategic relocation, and removal when necessary. It supports a fair and consistent way to manage classroom behaviour, aiming to minimise disruption, provide opportunities for self-regulation yet also maximising learning opportunities for all.



- A quiet environment is important to ensure that staff are able to explain new and sometimes difficult explanations without distraction. Students with SEN, anxious students and in fact, all students benefit from having a disruption free environment. We want all children to thrive in our school.
 - This strategy supports a fair and consistent way to manage classroom behaviour, aiming to minimise disruption and maximise learning.
 - Throughout a lesson, students have a constant reminder of where they sit on the behaviour ladder (R1, R2, R3 and have opportunities to self-regulate). The SEN department will work with staff and individual students to ensure that there are reasonable adjustments and strategies in place at the R1 and R2 point to ensure that there is no further escalation.
 - Link to parent / student video [Thomas Aveling B4L Sept LHO .pptx](#)
1. The school, through its academic and pastoral work, promotes respect for others, intolerance of bullying or harassment, the importance of self-discipline and the difference between right and wrong. The boundaries are made clear for pupils through the school rules, published each year and taught through tutorial and personal and social education lessons. Standards are reinforced through house and school assemblies.
 2. The school promotes consistency of rewards and sanctions through the published guidance to staff in the handbook. Rewards include the appropriate use of praise, merits, postcards home, certificates, and 'virtue points.' Sanctions for unacceptable conduct include verbal warnings, removal to 'cool down', loss of privileges, lunchtime community service/detention or after school detentions, internal isolation in the Inclusion Zone, an External Inclusion (attending another school's Inclusion room) or suspension/expulsion. Please see p11 – 'Disciplinary Process – coming to a decision' for further explanation as to how a decision is reached.
 3. The school monitors discipline and behaviour through its self-review framework of activities and reports to the Governing Body. All exclusions and racist incidents are reported to the Local Authority as required.
 4. Pupils who are at risk of disaffection as identified through self review receive support through the work of the school's pastoral and academic teams including the SENCO to reduce the risk of exclusion. These strategies include advice and guidance, referral to external agencies including behaviour management and Connexions, peer mentoring, referral to the in-house Horizon programme, small group interventions, personalised timetables including alternative curriculum and work-related learning, attendance at a pupil referral unit, and as a last resort managed transfers to other schools.
 5. The school may use detention as a sanction as a response to poor behaviour. The school will safeguard children's and parents' legitimate rights by making detention reasonable and proportionate to the offence. The school will take into account a child's age, special educational needs, religious requirements and whether a parent can reasonably arrange for a child to get home from school. In cases of dispute or doubt the Headteacher will make this judgement. In most cases, parents will be provided with 24 hours written notice.



6. A parent who is unhappy with the school's use of detention or any other aspect of the implementation of this policy may complain to the Headteacher using the school's complaints procedure.
7. The school may use fixed term suspensions or permanent expulsion as a response to poor behaviour taking into account the most recent DfE advice. Only the Headteacher can exclude and in his absence the Deputy Headteacher. The decision to exclude will be taken in response to a serious breach of the school's discipline and behaviour policies and if allowing the pupil to remain in school would seriously harm the welfare of the pupil or others in the school.
8. In determining the number of school days in a school term in relation to suspension, a school term represents 3 per year, ie Autumn, Spring & Summer. Specific dates will be published on the school website.
9. The Headteacher may use suspension as a response to persistent misconduct (smoking or leaving the school site) for example.
10. In cases where a child is suspended from school or where an External Inclusion is given, regardless of the length of the suspension or External Inclusion, they will not be allowed to participate in school trips or visits for a minimum period of 14 weeks following the exclusion.
11. The Headteacher may decide on an expulsion of a pupil for:
 - Serious or actual threatened violence against another pupil or member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug or alcohol. Supplying may be for profit or sharing without profit with other pupils.
 - Persistent and defiant misbehaviour including bullying.
12. In making the decision to suspend/give an expulsion for drug related offences the Headteacher will take into account the DfE guidance on drugs in school; however, governors have determined that 'supplying' will result in an expulsion.
13. In making the decision to exclude for bringing an offensive weapon to school, eg a knife or other weapon considered capable of causing harm, it is likely that this will result in expulsion, especially if the motivation was to threaten or do harm to others in the school.
14. Where students are in school uniform, the school will investigate and use appropriate sanctions for incidents of noncriminal poor behaviour, including bullying, outside of school premises which may pose a threat to other students or the public, or could adversely affect the reputation of the school. This action will take place for a reasonable time after school (up to 1 hour). For criminal acts of unacceptable behaviour outside of school, or where the time limit has lapsed the school will co-operate with any police investigation undertaken and will always recommend a report being made to the Police.



15. Staff may only use physical intervention as a last resort and understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. Physical intervention would normally only be used in circumstances where a member of staff considered it the only course of action to protect either themselves, the student, or other members of the school community from possible harm or injury.

16. Individual circumstances of students, in particular those with designated SEN/AEN requirements, may influence the implementation of this policy.



Partnership Agreement Between Home and School

Student

As a member of The Thomas Aveling School I will attempt to accomplish the following things to help me be successful:

- Remember to bring in the correct books, equipment and my planner every day
- Wear my school uniform correctly and be tidy in my appearance
- Do my classwork and homework to a high standard and meeting all deadlines
- Treat others how I want to be treated
- Respect the whole of the school's environment
- Take responsibility to ask my parent/guardian to sign my planner and initial messages at the end of every week
- Follow the school rules at all times
- Inform an adult in school if I have any problems or if I am unhappy

Parent

As a parent/carer of a member of The Thomas Aveling School, I will attempt to accomplish the following things to help my child be successful:

- See that my child goes to school every day, on time and with the right equipment
- Contact the Director of Learning for the House if I have any concerns
- Inform the school of my child's absence before 9.00am – with reasons
- Read the Student Planner every week and sign any messages
- Provide my child with breakfast as a healthy start to the day
- Provide my child with money for their smart card or a packed lunch
- Attend any school parent/tutor days or evenings and discussions about my child's progress or welfare
- Support my child to keep the school's rules about good behaviour and uniform
- Inform the school about anything that may affect my child's progress, behaviour or health
- Support my child in the completion of homework
- Keep the school informed about any change of circumstances, ie moving address, changing telephone numbers
- Ensure my child is aware of the rules regarding safe use of the internet

School

The Thomas Aveling School will attempt to accomplish the following things to help your child be successful:

- Provide a safe, healthy and caring environment for all
- Have high expectations of the learning and behaviour of your child
- Provide a wide range of subjects that promote enjoyment and economic wellbeing
- Create a sense of community where your child is able to make a positive contribution
- Reward deserving students
- Contact you if we have any worries about how your child is progressing
- Contact you if your child's attendance falls below 96%
- Keep you regularly updated with your child's progress and relevant information

NB: A copy of the Home School Agreement will be given to every student/parent/carer on joining the school, signed by all parties, and retained in the student's file.



School Rules

If our students are to be happy citizens at the centre of a caring, safe and considerate community, then we need to agree to abide by the same rules and standards. Therefore:

To build a caring and cohesive community

- Students must be polite, considerate and understanding of others at all times.
- Students must behave in an orderly manner at all times, including to and from school.
- Students need to observe a 'hands-off' policy - Bullying and fighting are forbidden.

To prevent Loss

- Electronic games and other valuable items should not be brought into school.
- No jewellery may be worn in school except a wristwatch and, if ears are pierced, one pair of small studs worn in the lobe only.
- 'Hoodies'/Denim/expensive coats may not be worn to school.

For Health and Safety

- Sandals with open toes and open heels may not be worn to school. Shoes with high heels, boots or platform shoes may not be worn, for safety reasons. Trainers or shoes that look like trainers are not to be worn in school. (Trainers may be worn as part of PE kit).
- Prescribed medicines/tablets must be handed in to Student Services on arrival clearly marked with instructions from parent/carer with a Medication Parental Agreement form.
- It is forbidden to use alcohol or illegal drugs on the school premises and it is also forbidden to bring either item to school.
- Smoking is forbidden on the school site or in the immediate vicinity of the school. E-cigarettes are also forbidden.
- It is forbidden to bring into school: knives, any type of gun or items that could be considered to be an offensive weapon. It is equally forbidden to use any such item in the vicinity of the school.
- Aerosols, glass bottles, fizzy drinks or high energy drinks are not to be brought into school.
- No make-up should be worn in Years 7 and 8, because of the possible harm to a young skin. In Years 9 to 13, it should be so discreet as to be almost unnoticeable. Coloured nail varnish should not be worn. Long nail extensions should not be worn.
- No body/facial piercing is allowed in school except for one pair of small studs which may be worn in ear lobes.

For the Smooth Running of the School

- Students must always conform to the school uniform and PE kit requirements.
- Extreme haircuts, styles, colours and patterns are not allowed – the Headteacher's decision is final.
- Mobile 'phones must be out of sight and turned off in lessons – unless a teacher asked you to use it. The school takes no responsibility for their care or loss.
- Students are strictly forbidden to use mobile 'phones to take video or still images without the teacher's permission.



- Chewing gum is not to be brought into school.
- Students should only be in the designated areas of the buildings at break and lunch time.
- Students are to eat in designated areas only.

- No students are allowed to leave the school at lunch or break times unless they have a pass. They must go straight home at the start of the lunch break and then return to school in time for the pm session. The office must be notified by parents/carers if students are to go home to lunch and a lunch pass will be issued.

To ensure the learning of every student

- All students will be expected to fulfil the home learning requirements. Catch up sessions will be a sanction used from time to time where deadlines have not been met or out of lesson learning is not completed. Twenty-four hours' notice will usually be given to parents/carers via the student's Academic Planner.
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Code of Conduct

Within our Community, everyone is expected to act with courtesy and consideration to others. Therefore, we should:

- Work together in class in a courteous and orderly way so that all may learn and enjoy their work
- Move about the school with consideration for others, arriving at lessons punctually with the correct books and equipment
- Remember that wherever we are, the school's reputation depends upon our appearance and conduct

It is expected that everyone will play their part in making our school a place to be proud of; a clean, pleasant and welcoming environment.



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.

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